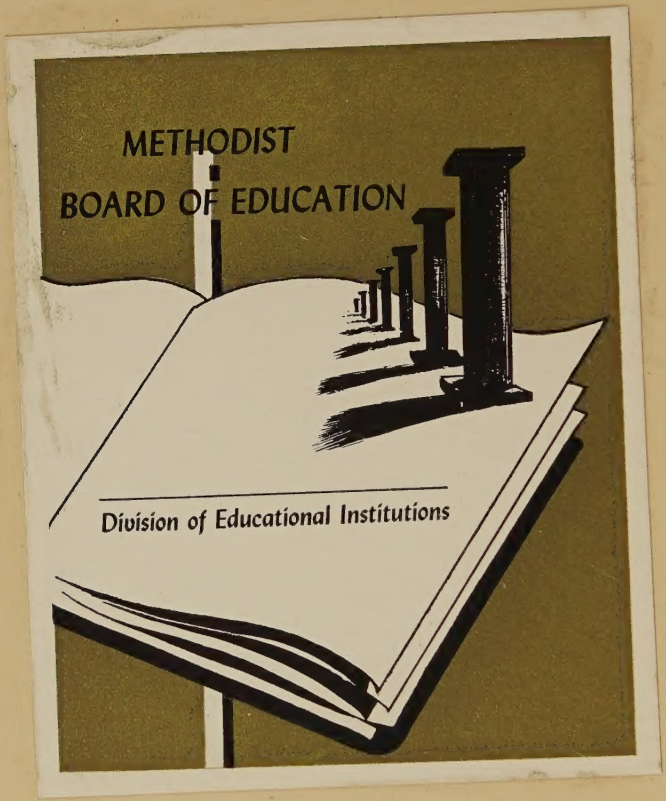
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SURVEY OF HIGHER EDUCATION FOR THE UNITED LUTHERAN CHURCH IN AMERICA

VOLUME II

SURVEY OF HIGHER EDUCATION FOR THE UNITED LUTHERAN CHURCH IN AMERICA

VOLUME II

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OTHER MEMBERS OF THE STAFF
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PART IV

ADMINISTRATIVE ORGANIZATION

This section of the survey presents certain standards, gives the data concerning present conditions, and suggests necessary changes in the colleges under consideration with respect to the general administrative organization of the college, the president and his office, financial support, business management, student records and the registrar's office, the advising of women, the advising of men, and provisions for the religious life of students. An attempt has been made to outline the functions and responsibilities of the several administrative officers and to evaluate the existing administrative organization in each institution.

CHAPTER I

GENERAL ADMINISTRATIVE ORGANIZATION

In this chapter will be found suggested standards for the minimum administrative organization of colleges of varying sizes: a description and evaluation of the administrative organization of each of the colleges; an analysis of the qualifications of the presidents; and a description and evaluation of their duties. The description of the duties of the other administrative officers is found in subsequent chapters of this report.

Standards for Administrative Organization

The type of administrative organization and the number of administrative officers required by a higher educational institution depend upon the range and variety of activities which are maintained and the amount of the load, as indicated by the number of students and faculty.

The activities which are normally associated with a higher educational institution include instruction, research, and public service. Instructional activities may be divided into (1) residence instruction during the academic year, (2) residence instruction during the summer, and (3) extension instruction in centers or by correspondence. A college, as contrasted with a university, is likely to maintain instruction only—for a college is primarily a teaching organization. The Lutheran colleges are so regarded.

All the institutions under review are of the arts type. Some have structural programs of sufficient diversity to warrant administrative provisions, such as a school or a division presided over by a dean or director. Some maintain extension divisions and some, summer sessions. These special activities require administrative recognition.

The administrative organization here described is termed the central staff. Where special activities are maintained additional provision must be made for administration. Every important administrative function must be cared for in every institution

regardless of size. Size affects administrative organization not with reference to the number of duties or functions to be performed, but with reference to the number of individuals required for the service and the amount of time required. For example, in a small institution a business manager may have charge of all financial matters, including purchasing, accounts, and bookkeeping, as well as the upkeep of the plant. In a large institution there would be a business manager, a number of assistants, and a superintendent of buildings and grounds.

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MINIMUM ADMINISTRATIVE STAFF

NAME OF OFFICER	STUDENT ENROLLMENT	
	200–600	600–1,000
GENERAL ADMINISTRATION		
President	full time	full time
Secretary to the president	full time	full time
Secretary of the college (in charge of publications, field work, alumni)	part time ½	full time
INSTRUCTIONAL ADMINISTRATION		
Dean of the college	part time ½	part time ¾
Director of research	part time ½	full time
Librarian	full time	full time
Assistant librarian	1 full time	2 full time
	Student assistants	Student assistants
STUDENT PERSONNEL ADMINISTRATION		
Dean of men	part time ½	full time
Dean of women	part time ½	full time
Registrar	full time	full time
Assistant registrar	——	full time
Director of health, physical education, recreation, and athletics	full time	full time
Physician	part time	part time
BUSINESS ADMINISTRATION		
Business manager	full time	full time
Assistant business manager in charge of assigned responsibilities: purchasing, accounting, bookkeeping, etc.	1 full time	2 full time
Superintendent of buildings and grounds	full time	full time

The colleges under consideration fall into three groups according to size: under 100, 200 to 600, and 600 to 1,000. In the very small unit (100 or under) the administrative responsibility will be borne by the president and the faculty, assisted by secretaries and clerks. It is obvious that such a unit is too small to permit either educational or administrative efficiency. It is justified only under two extreme conditions: those of pioneer life in an undeveloped but promising area, and those of extreme wealth where the constituency values and can pay for individual service.

Staff Responsibilities

The major responsibilities of staff members other than the president are described in the various chapters of this report. For example, the responsibilities of the registrar are taken up in the chapter entitled "Student Records and the Registrar's Office." Such comments as are necessary to understand the meanings and implications of the staff proposed are made here.

The president should always be provided with a full-time secretary to make appointments, answer the telephone, handle routine correspondence, and relieve the president of as much routine as possible. Each institution should have a designated officer, either part-time or full-time, in charge of publications and field work. Such an officer could also serve as alumni secretary. Since the post is an important one it should be dignified by an appropriate title such as "secretary of the college."

The duties of the dean of the college are described in the chapter concerning instruction and instructional officers.

The director of research in a small college would have teaching responsibilities, the specific assignment being in accordance with his academic preparation. Such teaching would most likely be in economics, psychology, or education. In a large institution he should give his entire time to research. His activities would include the program of testing, and the making of special studies in finance, administration, curriculum, student guidance, and similar pursuits which might be found necessary from time to time.

The problems of the librarian are discussed in Part III, page 603, of the dean of men in Part IV, page 257, of the dean of women in Part IV, page 182, of the registrar in Part IV, page 122, of the director of health, physical education, and recreation in Part IV, page 450, and of the business manager in Part IV, page 45.

The treasurer is not included as a staff member, since he should be an officer of the board. He may be either a member of the board, serving without salary, or an employee who is definitely paid for professional service and advice. If a salary is paid, the individual should not be a member of the board. He should be the official custodian of all funds; endowment as well as current expense. All securities should be under his direct custody, but the business manager should receive student fees and other current income, and pay bills for current operation in accordance with an accepted plan.

There is no provision for an administrative officer as director of religious activities. In a Christian college every official will have certain definite assigned responsibilities for religious life and worship. Furthermore, it is assumed that the faculty comprising the department of religion will be responsible for worship and other religious activities.

The second and third line staff members will vary so widely as to number and duties, depending on the location of the institutions, climate, condition and type of buildings, and similar factors, that no attempt has been made to propose standards. It is assumed that the staff will include the necessary number of stenographers, nurses, matrons, janitors, watchmen, and firemen.

Rating the Administrative Organization

The administrative organization of a college may be rated (as an organization) on the basis of:

1. *Adequacy of the staff.*—This refers not to the efficiency with which duties are performed, but to the adequacy of the provision which has been made for discharging the necessary administrative responsibilities.

2. *Definition of duties.*—An adequate staff can work efficiently only if the duties of each have been clearly defined.

3. *Provision for administrative council.*—In every college there should be a council, committee, or board composed of designated administrative officers to consider functions of officers, important problems requiring administrative decisions and general matters of policy with which the faculty is not concerned. Such a council is necessary to maintain the integrity of the administrative organization.

No institution is safe when under the complete jurisdiction of

a president, regardless of his ability. Every individual develops prejudices and peculiar ways of viewing problems. Group judgment is a necessary safeguard against individualism and bias. In the consideration of educational problems, faculty deliberation and judgment are imperative. It is equally important that administrative problems be discussed by a group such as is here proposed.

These three items, adequacy of staff, definition of duties, and provision for administrative council, may be applied as measures of the administrative organization of the colleges. When each is cared for as well as can be expected the score assigned to administrative organization would be 100. For the purpose of this survey item 1 will be weighted as 40, item 2 as 40, and item 3 as 20.

Present Administrative Organization

In the following paragraphs will be found a list of the administrative officers of each institution, together with a general statement concerning the degree to which functions have been defined. Each officer listed gives full time to administrative tasks unless other responsibilities are stated.

Carthage.—Carthage, with an enrollment of 325 students, is administered by the following officers: President; secretary to the president; dean of the college, who also teaches; librarian, who also teaches; registrar, who is also secretary of the faculty; business manager; dean of men, who also teaches and is director of the summer session; and dean of women, who also teaches.

Carthage is well toward the top compared with other Lutheran colleges with respect to the definition of the responsibilities of the administrative officers. The organization is simple and business-like in all major particulars. The college could well add a part-time secretary of the college, a part-time director of research, a part-time physician, a full-time superintendent of buildings and grounds, and a full-time director of health, physical education, recreation, and athletics. There is a committee on administration.

Gettysburg.—Gettysburg, with a registration of 663 students, is administered by the following officers: president; secretary to the president; assistant to the president; dean of men, who also teaches; registrar, who also teaches; librarian; and superintendent of buildings and grounds.

The functions of administrative officers are very inadequately defined. The president, personally, assumes direction of practically all aspects of administration. There is not sufficient delegation of responsibility or authority. The college needs these additional full-time officers: dean of the college; director of research; business manager and two assistants; full-time registrar instead of part-time; director of health, physical education, recreation, and athletics; also a part-time physician. It is assumed that the assistant to the president may discharge the duties which are listed under secretary of the college. There is no administrative council.

Lenoir Rhyne.—Lenoir Rhyne, with a registration of 282 students, is administered by the following officers: president; secretary to the president, who is also treasurer; dean of students, who also teaches; dean of women, who also teaches; registrar, who also teaches and is director of the summer session; librarian; and superintendent of buildings and grounds.

The duties of the several administrative officers have not been clearly defined. They are subject to assignment by the president from time to time. The administrative situation is highly unsatisfactory.

The needs include a part-time secretary of the college; a part-time dean of the college; a part-time director of research; a part-time physician; a full-time business manager and one assistant; and a full-time director of health, physical education, recreation, and athletics. It is assumed that the dean of students may perform the functions of the dean of men. The treasurer of the college is the secretary to the president. This is a very faulty arrangement. The treasurer of the endowment fund is a faculty member. This is equally unsatisfactory. There is no administrative council.

Midland.—Midland, with an enrollment of 263 students, is administered by the following officers: president; secretary to the president; director of publicity, who also teaches; dean of the college, who also teaches; dean of women; librarian, half-time; registrar, who also teaches (most of the duties of the office being performed by the registrar's wife); business manager, who is also treasurer; assistant to the president, who is actually performing many of the functions of a business manager, particularly with

reference to the physical plant, new construction, and problems of organization for the entire college; director of the school of commerce; extension director, and director of the Saturday school, all of whom have teaching responsibilities.

As far as could be determined little has been done at Midland to define clearly the functions of the officers. The assistant to the president performs duties which lie in the fields of practically all of the other officers. The organization charts in the office of the president indicate that the problem has been considered. The following changes are suggested: (1) Discontinue the position of assistant to the president, and relieve the business manager of the functions of treasurer. (2) Add a part-time director of research; a part-time dean of men; a part-time physician; a full-time in place of part-time librarian; a full-time registrar; and a full-time superintendent of buildings and grounds. There is no administrative council.

Newberry.—Newberry, with a registration of 430 students including the Summerland section, is administered by the following officers: president; secretary to the president; dean of the college, who also teaches and serves as dean of the faculty, secretary of the faculty, treasurer of the faculty, registrar, field agent and campaign director; librarians, two part-time; dormitory matron, and superintendent of buildings and grounds.

For the Summerland division there are the following officers: dean, who teaches at both Summerland and Newberry; treasurer, who also teaches; matron, who is responsible for the dormitory and for students' health and advisement.

The administrative responsibility for practically the entire institution is in the hands of the dean, who performs all important duties save those which involve official dealings with the board. An active chairman of the committee on buildings and grounds makes substantial contributions to the upkeep of the plant. The administrative situation is highly unsatisfactory. In spite of the efficiency of the dean, Newberry represents the lowest point in administrative organization found among the Lutheran colleges.

The Summerland division, administratively, is more satisfactory than Newberry, but the staff is inadequate.

Newberry should assign to the dean definite responsibilities which can be performed on a half-time basis instead of placing

him in a position where he must carry almost the entire load of the whole institution. The college should provide a part-time director of research; a part-time dean of women; a part-time dean of men; a full-time registrar; a full-time librarian; a full-time business manager; a full-time director of health, physical education, recreation and athletics; and a part-time physician. There is no administrative council.

Susquehanna.—Susquehanna, with an enrollment of 400 students, is administered by the following officers: president; secretary to the president, who also performs the work normally assigned to the business office; dean of women, who also teaches; librarian, who devotes very little time to the library since most of the time is given to teaching; chairman of the committee on entrance and credentials, who actually does the work of the registrar, and also teaches; superintendent of buildings and grounds; directors of extension courses, summer school, and music conservatory; and dean of education, all of whom have teaching responsibilities.

The college should have a part-time secretary of the college; a part-time dean of the college; a part-time director of research; a part-time dean of men; a part-time physician; a full-time registrar; a full-time librarian; and a full-time business manager. There is no administrative council.

Thiel.—Thiel, with a registration of 278 students, is administered by the following officers: president; secretary to the president; executive secretary, who is a full-time officer and is regarded as the business manager and superintendent of buildings and grounds; dean of women, who also teaches; dean of men, who also teaches; librarian; registrar; and directors of the school of music and of the summer session, both of whom teach.

Since the president has recently assumed office the administrative organization is still in the process of growth and development. As yet the duties of the officers have not been very clearly defined. There has been great improvement under the present administration, and the administrative situation is hopeful. The college needs a part-time secretary of the college; a part-time director of research; and a part-time physician; as well as a full-time business manager and assistant; and a full-time superintendent of buildings and grounds. When these additions have been made,

the position of executive secretary may be discontinued. There is no administrative council.

Wittenberg.—Wittenberg, with a registration of 964 students, is administered by the following officers: president; assistant to the president; director of publicity; dean of the college, who also teaches; dean of men, who also teaches; dean of women, who also teaches; registrar; director of admissions and alumni secretary; librarian; business manager; controller; office manager; physician, part-time; college nurse; and dean of the divinity school, directors of the school of music, extension and summer school, all of whom also teach.

The responsibilities of the administrative officers were being defined during the course of the survey. A number of individuals; namely, the business manager, the controller, the treasurer, and the office manager, were concerned with problems of finance. The need for a definition of the responsibilities of these officials is acute. There is also need for a more careful definition of the duties of the dean of the college as well as of the registrar. The lack of clear definition of responsibilities results in an undue burden on the office of the president with regard to details and decisions. It should be reported that this institution has experienced a very rapid growth, and that under the leadership of the present incumbent the administration has been greatly improved. Present lack of definition is due in large part to rapid growth and to traditions associated with the respective offices.

The greatest need is to reorganize the business offices, and to employ a director of research and a director of health, physical education, recreation, and athletics.

There is no administrative council, but a faculty executive councilor partly serves the purpose.

Muhlenberg.—Muhlenberg, with a registration of 420 students, is administered by the following officers: president; secretary to the president; assistant to the president, who serves as registrar, and also teaches; campaign secretary; dean of the college, who also teaches; librarian; superintendent of buildings and grounds; and treasurer and secretary of board, who serves as business manager.

The administrative functions are neither clearly defined nor properly distributed. The operation of the college is virtually in

the hands of the president, the treasurer, and the superintendent of buildings and grounds. There is need for complete administrative reorganization, new administrative officers and re-definition of functions and responsibilities. There should be appointed a full-time registrar; a full-time business manager and one assistant; a full-time director of health, physical education, recreation and athletics; a part-time dean of the college; a part-time director of research; a part-time dean of men; and a part-time physician. Muhlenberg has no administrative council.

Roanoke.—Roanoke, with a registration of 258 students, is administered by the following officers: president; secretary to the president; secretary of the college, who is also in charge of alumni work; dean of the college, who also teaches; registrar, who also teaches; librarian, full-time; business manager, full-time; directors of extension, and of physical education and mass athletics, all of whom also teach.

Roanoke has a clearly and satisfactorily defined administrative organization. While there are areas in which slight overlapping occurs, a chart of administrative functions has been prepared by the president's office and is being continually revised and modified in the light of the problems which arise. The college would do well to add a part-time director of research; a part-time dean of men; a part-time physician; a full-time registrar; a full-time superintendent of buildings and grounds; and a full-time director of health, physical education, recreation, and athletics. Roanoke has a committee on policy.

Wagner.—Wagner, with a registration of 50 students, is administered by the following officers: president; dean of the college, who also teaches; principal of the high school, who is also librarian.

Practically all the administrative duties are handled by the teaching staff and the dean. The performance of duties has been so highly concentrated in the hands of the dean that there has been no need for a definition of functions except with regard to financial matters which have thus far been handled almost entirely outside the institution itself. No changes are proposed.

Waterloo.—Waterloo, with an enrollment of 48 students, is administered by the following officers: dean, who also teaches; faculty members who assume other administrative responsibilities.

In this institution all administrative duties are carried on by members of the teaching staff. The division of responsibility is fairly clear although actual definition of function has not been attempted, nor is it regarded as necessary in an institution of this size.

Summary.—On the basis of the proposed standards for the administrative organization of colleges the institutions under review may be rated as shown in Table 160.

TABLE 160

RATING OF ADMINISTRATIVE ORGANIZATION OF THE LUTHERAN COLLEGES

College	1. Adequacy of Staff (40)	2. Definition of Functions (40)	3. Provision for Administrative Council (20)	Index (100)
Carthage	25	35	Administrative committee 20	80
Gettysburg	20	10	0	30
Lenoir Rhyne	20	10	0	30
Midland	18	10	0	28
Newberry	5	5	0	10
Susquehanna	18	5	0	23
Thiel	25	25	0	50
Wittenberg	35	30	Faculty executive committee 10	75
Muhlenberg	20	10	0	30
Roanoke	25	40	Committee on policy 20	85
Wagner	Administrative organization too informal to rate.			
Waterloo	Administrative organization too informal to rate.			

Present Incumbents of the Office of President

In this section will be found facts concerning age, education, experience, salary, and general estimates of the present incumbents of the office of president.

Age.—The presidents of the Lutheran colleges range in age from 35 to 65 years, with the greatest frequencies at 36 and 43. The median is about 45 years and 6 months. The entire distribution is as follows:

Years	No.	Years	No.
35	1	46	1
36	2	47	1
38	1	51	1
42	1	53	1
43	2	54	1
44	1	60	1
45	1	65	1

Place of Birth.—Fourteen of the presidents were born in the United States, one was born in Canada, and one in Germany. Of those born in the United States, five were born in Pennsylvania, two in North Carolina, two in South Carolina, two in Ohio, and one each in Virginia, Missouri, and Tennessee.

Nationality.—Seven of the presidents are of German descent by one parent; seven are of German descent by both parents; one is of American parentage wholly, and another of English parentage wholly.

Degrees, Earned.—With the exception of one president, all have earned at least the Bachelor's degree in some college. The distribution of the degrees earned is as follows:

A.B.	13	B.S.	1
B.D.	10	Ph.B.	1
A.M.	9	S.T.M.	1
Ph.D.	4	S.T.D.	1

Degrees, Honorary.—Eleven of the presidents have had honorary degrees conferred upon them. In one case the LL.D. degree was conferred upon the same individual by three institutions, and in another instance by two institutions. The distribution of the honorary degrees is as follows:

D.D.	9	A.B.	1
LL.D.	7	B.D.	1
A.M.	2		

Length of Educational Preparation.—The educational preparation of the sixteen Lutheran presidents has been computed in months. The range is from 60 months to 170 months, with the greatest frequency at 110 months. The median is approximately at this point. These figures include secondary preparation.

Length of Educational Experience.—There is a wide range in the length of educational experience from one who has just en-

tered the educational field to another who has been in educational service for thirty years. The median experience for the presidents is approximately nine years and six months. Four of the college presidents have been in educational work for over twenty years.

Ministerial Experience.—Twelve of the presidents have had ministerial experience. The range is from approximately two years to twenty-seven years, with the median at ten years.

Salaries and Additional Compensation.—The salary range is from $1,800 to $7,500, with the median at $3,600. In fifteen of the colleges compensation in addition to the salary was provided to cover rent, entertainment, etc. These amounts range from $150 to $2,500, with the median at approximately $600. The total of salary and other remuneration ranges from $2,500 to $8,000, with the median at about $4,400. Table 161 shows the exact figures for all the colleges.

TABLE 161

SALARIES AND ADDITIONAL COMPENSATION

SALARY	INDIRECT REMUNERATION	TOTAL
$2,200	$ 300	$2,500
2,200	360	2,560
3,000	400	3,400
3,000	500	3,500
3,000	600	3,600
3,000	750	3,750
3,500	400	3,900
1,800	2,500	4,300
4,000	480	4,480
3,600	900	4,500
4,000	600	4,600
4,500	1,000	5,500
5,000	720	5,720
7,000	(Do not know)	7,000
7,500	150	7,650
7,000	1,000	8,000

Church Affiliation.—In every case the president is a member of the Lutheran Church.

Dependents.—All of the presidents have at least one dependent and the range is from one to five, with the mode at four. The distribution is as follows:

1 dependent	3
2 dependents	2
3 dependents	3
4 dependents	5
5 dependents	3

Insurance.—Fifteen of the presidents reported insurance, but of this number one stated that his insurance had expired. Of the fourteen remaining, the range is from $3,000 to $30,000, with the mode at $10,000 and the median at approximately $13,750. The distribution is as follows:

$ 3,000	1	$17,500	1
4,000	1	18,000	1
6,000	1	20,000	2
8,000	1	21,000	1
10,000	3	30,000	2

Years in Presidency of the College.—While tenure of service has been brief, on the whole, it is about the same as in most of the smaller colleges. One president was elected in 1927, four in 1926, and all but three have been called to the office within the past ten years. In one college the president has been in office for twenty-two years.

General Qualifications.—While there is no definite way to measure the fitness of a president for the office, or to evaluate definitely his attainments, consideration must be given to education, experience, esteem of faculty members and colleagues, tangible evidence of leadership, ability in raising funds, recruiting faculty, and building institutional integrity.

The members of the Survey Staff noted a wide range of ability and success among the group, including those whose fitness is unquestioned and who have served with a high degree of distinction, those of average attainment, and those who, on the whole, appear not well qualified for the position.

Recommendations.—The quality of leadership in the office of president is of the utmost importance. As vacancies occur the respective boards of control should make every possible effort to elect to the presidency, the most capable men within the membership of the Church. It is the judgment of the Survey Staff that there are now within the Lutheran constituency some men better qualified for the presidency than some of those now holding the position. Promising young men should be urged to pre-

pare themselves for such leadership, and, if necessary, the Board of Education should set aside funds for scholarships for such prospective leaders.

The salaries of all but three of the college presidents are entirely inadequate. Six thousand dollars should be the minimum and the more prosperous Lutheran colleges should not hesitate to raise the salary to ten thousand dollars. In every instance at least two thousand dollars additional should be provided for housing and for entertainment.

While the ministry will continue to serve as a source for college leaders, it should not be regarded as the chief or only source. College presidents must be educators, in the broad sense, and executives imbued with a love of the Church and devotion to its mission. To have been a minister makes one no better qualified for a college presidency than to have been a devoted Christian, equally well educated, serving in any one of the learned professions. The Lutheran colleges are suffering from the lack of vitality which arises from a lack of variety of experience, contact, and point of view on the part of chief executives.

The Responsibilities of the President

The responsibilities of the presidents of the colleges of the United Lutheran Church are similar to those of most colleges throughout the country. In the Lutheran institutions the greatest amount of time, and the best thinking of the president have necessarily been given to raising money directly, or to interpreting the institution to the constituency so as to pave the way for the receipt of funds. Planning new buildings and caring for the physical plant become the next most urgent obligations; and next in importance is the recruiting of students. It is exceedingly unfortunate that the presidents must spend their time upon such matters instead of being free to find talented teachers, stimulate faculty members to more creative work, effect needed curricular revisions, inspire students to heights of useful service, and lead the way to the realization of the ideals of a Christian college.

Instead of being free to lead in educational and spiritual matters the presidents must always be on the alert to obtain money. The problem of the financial support of the colleges should be handled by the synods and the boards of trustees. In this respect both organizations have failed. They have been content to es-

tablish institutions, appeal to loyal church members to send their sons and daughters to them, and then make meager and totally inadequate provisions for their support, expecting that the presidents will assume the responsibility not only for the educational integrity of the institution, but also for its financial integrity. In view of such conditions, what could the presidents do but spend their time as indicated? Until each college has adequate endowment the presidents will have to bear the chief responsibilities for financial campaigns unless the boards of trustees are willing to assume these responsibilities. How well the presidents have succeeded in raising money is reported in Part IV, pages 103 to 106.

Relation to Board of Trustees.—The president should be the professional adviser of the board of trustees. He should attend all board meetings, nominate all individuals for staff and faculty, submit reports periodically regarding the status of the institution, make recommendations concerning all important problems, and serve as the communicating agency between faculty, students, and the board. The reports received from presidents, supplemented by personal conferences with presidents and representatives of boards, reveal the fact that the relations between presidents and boards of trustees in the Lutheran colleges are largely as they should be. No changes are proposed.

Relations to Lutheran Organizations.—The relations of the colleges and the synods have been discussed in Part I, pages 3 to 21. Denominational institutions, unlike other educational institutions, may have the advantages of the active coöperation and support which organizations of the denominations may give. There are two important Lutheran organizations: one for the institutions themselves—the National Lutheran Educational Conference; the other primarily for students—The Lutheran Student Association of America. Nine of the colleges have membership in the National Lutheran Educational Conference and the following do not: Newberry, Thiel, Wagner, Waterloo, and Saskatoon. The Lutheran Student Association of America is supported by the student groups of all colleges except Roanoke, Saskatoon, and Hartwick.

It is suggested that both of these organizations should have the active support of each college.

President's Relation to the Public.—The president should establish and maintain relationship with the public through membership

in civic, philanthropic, and educational associations, by delivering addresses, and by contributing to the public press and to educational and religious journals. In view of the financial needs of all the Lutheran colleges, it is of utmost importance for the presidents to maintain active public relationships. The presidents of Marion and Wagner have given least attention to this phase of the work of the chief executive. It is gratifying to report that the addresses delivered by the presidents have been upon important and substantial topics, with a conspicuous absence of appeal to the mere passing interests of the day. The list of topics is too long to be reported. Addresses, in the main, have dealt with the relation of education to service, character, and religion. The presidents of Wittenberg and Wagner have published two volumes each, and the president of Muhlenberg, ten volumes since 1900. Seven of the presidents have published magazine articles in current journals, including the Lutheran publications and *School and Society.*

Institutional Relationships to the Public.—The institutional relationships to the public are here regarded as those established and maintained through a program of publicity. It has been previously recommended that each college should have a secretary, or similar official, whose duties would include the handling of publicity. As far as can be ascertained, Wittenberg is the only college with a full-time director of publicity. Special publicity service is reported as being available at Gettysburg, Midland, Susquehanna, and Roanoke.

While the president is regarded, in general, as the one to determine publicity policy there should be a committee on publicity, composed of the president, secretary of the college, and one or two faculty members. Such committees, although not composed as indicated, exist at Susquehanna, Newberry, and Lenoir Rhyne.

The various media of publicity as reported by the colleges are indicated in Table 162.

In spite of what appears to be an extensive array of publicity activities, the Lutheran colleges are not well known in educational or religious circles, as determined by various means applied by the Survey Staff. Save in the immediate neighborhoods of the institutions, little is known of their history, early life and struggles, accomplishments, or current programs and needs. This is also characteristic of the Church itself in the United States and

TABLE 162

MEDIA OF PUBLICITY OF THE LUTHERAN COLLEGES

College	Official Publications	College Paper	Articles in Newspapers	Photographs in Picture Section	Newspaper Advertisements	Radio	Motion Pictures	Stereopticon Slides	Lectures	Exhibits	Programs and Pageants	Posters
Carthage		×*	×		×	×				×		
Gettysburg ...		×	×	×	×				×			
Lenoir Rhyne .	×	×	×		×				×		×	
Midland		×	×	×	×	×			×	×	×	×
Newberry	×		×						×			
Susquehanna ..	×	×	×						×	×	×	
Thiel		×	×						×			
Wittenberg ...	×	×	×	×	× few	×	×		×	×		×
Muhlenberg ...	×	×	×	×		×	×		×	×		
Roanoke	×	×	×						×	×		
Wagner		×	×					×	×		×	×
Waterloo		×	×						×			
Hartwick		×	×						×			×

*× = used.

Canada. The most favorable publicity, from an educational point of view, relates to scholarly productions and discoveries of professors, conferences of an educational nature, and student activities, other than competitive athletics. An illustration of significant educational publicity is found in the articles and reports of the recent Conference on Psychology held at Wittenberg. Every event of this character should be used as widely as possible for publicity purposes. Wittenberg has the most advanced and inclusive program of publicity. All the other institutions augment the publicity program but are much more restricted as to type and volume.

It will be noted that the newer forms of publicity—radio, motion pictures, and exhibits—have been but little used in the Lutheran colleges.

The Board of Education of the United Lutheran Church has a very definite responsibility for publicity which it has not yet discharged. It should take the initiative in national aspects of publicity, through national associations, the Associated Press, feature sections of the metropolitan dailies, and syndicated articles

TABLE 163

Honorary Degrees* Conferred by Lutheran Colleges

Degree	Carthage					Gettysburg					Lenoir Rhyne					Midland					Newberry				
	1922	1923	1924	1925	1926	1922	1923	1924	1925	1926	1922	1923	1924	1925	1926	1922	1923	1924	1925	1926	1922	1923	1924	1925	1926
LL.D.	--	--	1	2	1	3	1	2	2	2	--	--	--	--	1	--	--	--	1	--	--	--	--	1	2
Litt.D.	--	--	1	1	2	--	1	--	--	1	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--
D.D.	--	--	4	5	5	4	5	5	5	4	--	--	2	--	1	--	2	3	2	--	3	--	3	1	3
C.L.D.	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Ped.D.	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
A.M.	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Sc.D.	--	--	--	--	--	1	--	--	1	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
C.E.D.	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
A.B.	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Total	--	--	6	10	8	8	8	8	8	10	--	--	2	--	2	--	2	3	3	1	3	--	3	2	5

Degree	Susquehanna					Thiel					Wittenberg					Muhlenberg					Roanoke				
	1922	1923	1924	1925	1926	1922	1923	1924	1925	1926	1922	1923	1924	1925	1926	1922	1923	1924	1925	1926	1922	1923	1924	1925	1926
LL.D.	--	--	--	--	--	1	--	--	1	--	--	--	2	1	2	2	1	2	1	2	--	2	--	1	--
Litt.D.	1	1	--	--	2	--	1	--	--	--	2	1	--	--	--	2	1	1	--	--	--	--	--	--	--
D.D.	3	4	2	4	3	1	2	--	1	3	13	6	5	6	4	--	2	2	2	4	--	3	4	2	--
C.L.D.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Ped.D.	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--
A.M.	--	--	--	--	--	--	--	--	1	--	1	--	1	--	--	--	--	--	--	--	--	--	--	--	--
Sc.D.	2	--	--	2	2	--	--	--	--	--	--	--	--	--	1	--	2	--	--	--	--	--	--	--	--
C.E.D.	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
A.B.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
L.H.D.	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--
M.Mus.	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	1	--	--	1	--	--	--	--	--	--
M.Acct.	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
D.Mus.	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Th.D.	--	--	--	--	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
D.B.A.	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Ph.D.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1
Total	9	7	2	8	10	2	4	--	3	3	16	7	8	7	7	5	6	5	5	7	--	5	4	3	1

Degree	Waterloo					Hartwick					Total for Colleges					
	1922	1923	1924	1925	1926	1922	1923	1924	1925	1926	1922	1923	1924	1925	1926	5 yrs.
LL.D.											6	4	7	10	10	37
Litt.D.											5	5	2	1	6	19
D.D.				1						3	24	24	30	28	31	137
C.L.D.											--	--	--	1	--	1
Ped.D.											1	1	--	1	1	4
A.M.											1	--	1	1	1	4
Sc.D.											3	2	--	3	5	13
C.E.D.											1	1	--	--	--	2
A.B.											--	--	1	--	--	1
L.H.D.											1	1	--	1	--	3
M.Mus.											1	--	--	2	--	3
M.Acct.											--	--	--	1	--	1
D.Mus.											--	--	--	--	1	1
Th.D.											--	--	--	--	2	2
D.B.A.											--	1	--	--	--	1
Ph.D.											--	--	--	--	1	1
Total				1						3	43	39	41	49	58	230

Granted by University of Western Ontario

* *Note:* Wagner granted no honorary degrees,

for the town and rural press. Experts of the staff of the Board of Education should be available to coöperate with the colleges on publicity programs, on the preparation and distribution of copy, and on other matters requiring expert service.

Relation to Intellectual and Cultural Life Through Honorary Degrees.—It is a long standing custom of higher educational institutions to confer an honorary degree upon an individual who has achieved eminence in science, religion, education, or public service. Some colleges are limited by charter as to the degrees which they can confer; others have unlimited power in this respect. There is a growing conviction, however, that the conferring of honorary degrees is a responsibility which should be adequately safeguarded. There are too many instances in which the degrees as well as the institution have been cheapened by too frequent awards, as a result of lack of discernment in discovering the fitness of individuals for degrees.

Eleven of the Lutheran colleges have degree-granting powers. Waterloo has no such power itself but does recommend individuals for degrees to be conferred through the University of Western Ontario.

During the period from 1922 to 1926 the twelve institutions conferred a total of 230 honorary degrees distributed as reported in Table 163.

Summarized by colleges it is noted from the statement that follows that, of the total number of degrees conferred, over half were granted by three institutions: Wittenberg (45), Gettysburg (42), and Susquehanna (36).

Total Number of Degrees Conferred by Each Institution 1922–26

Carthage	24	Thiel	12
Gettysburg	42	Wittenberg	45
Lenoir Rhyne	4	Muhlenberg	28
Midland	9	Roanoke	13
Newberry	13	Waterloo	1
Susquehanna	36	Hartwick	3

The D.D. was the degree most frequently conferred, representing about 60 per cent of the total. A Ph.D. was conferred upon a woman president who had served an institution in Virginia for 25 years for "long and exceptional educational service." The total distribution is shown in the accompanying tabulation.

The greatest number of degrees was conferred in 1926 (58) and the smallest number in 1923 (39). An attempt has been made to classify the reasons for conferring degrees as given by the various colleges. Eleven classifications were determined. The reason most frequently given was that of distinguished service in the ministry. The total classification is not as meaningful as should

TOTAL DISTRIBUTION OF DEGREES

LL.D.	37	A.B.	1
Litt.D.	19	L.H.D.	3
D.D.	137	M.Mus.	3
C.L.D.	1	M.Acct.	1
Ped.D.	4	D.Mus.	1
A.M.	4	Th.D.	2
S.C.D.	13	D.B.A.	1
C.E.D.	2	Ph.D.	1

be possible, since in sixty-four cases the reason was not definitely given and Carthage reported all degrees under the reason of "Honoris Causa" only. It is interesting to note the small extent to which scholarship is regarded as one of the reasons for granting an honorary degree.

REASONS FOR CONFERRING HONORARY DEGREES

Reason	No. conferred	Reason	No. conferred
Scholarship	6	Other services	19
Service	10	Author	7
Service—Ministry	70	Faithful service	2
Service—Mission field	2	Honoris Causa	26
Service—Education	23	Not stated	64
Service—Community	11		

Regulations and Procedures.—Some of the colleges have definite restrictions as to the number of degrees to be conferred each year and the general qualifications of individuals. For example, Wittenberg now limits the number to six a year, and Midland states these qualifications for candidates: fifteen years out of seminary; outstanding scholarship; preference given to alumni.

As to procedure, in all the colleges individuals may be proposed for degrees by the president, the faculty, or the board members. All except three colleges require approval of the faculty as a whole, or of a committee of the faculty. At Gettysburg, Muh-

lenberg, and Hartwick approval rests with the president and the board.

Recommendations.—The conferring of honorary degrees is a privilege which should be adequately safeguarded. By recognizing distinguished service an institution heightens its own reputation. If, however, the institution awards degrees of distinction on the basis of personal preference, expediency, or mere routine service, it cheapens itself and loses in public esteem. While no definite statement can be made concerning the number of degrees which an institution may properly award each year, it is held by the Survey Staff that twelve degrees in one year (as in the case of Wittenberg) are far too many, particularly for an undergraduate college. This is especially true in the light of the fact that present tendencies appear to be away from the granting of honorary degrees in large numbers and toward the very careful formulation of conservative policies in this regard. While the total number of honorary degrees awarded by the Lutheran colleges is excessive, there appears to have been no actual abuse in other respects of this privilege among the colleges. This is indicative of an attitude worthy of commendation. The statement of Roanoke is in keeping with the spirit of the best institutions: "The number is restricted by a rapidly developing opinion against our conferring honorary degrees. We reduce the number to a minimum; only one was conferred last year."

It is the judgment of the Survey Staff that the degrees of A.B., M.A., and Ph.D. should be awarded only to students upon the completion of course requirements and never as honorary degrees. It is also suggested that it is doubtful wisdom for a liberal arts college to award the honorary degree of D.D.

As to nominations of individuals for honorary degrees, all candidates proposed should be voted upon by the faculty of the institution concerned and action taken in accordance with standards agreed upon as embodying the highest conceptions of merit and service. In no instance should presidents nominate to trustees candidates for honorary degrees before the faculty has taken action upon such individuals. Neither should boards of trustees make awards upon their own initiative.

Relation to Administrative Officers.—The president should nominate to the board the candidates for each administrative office; determine the duties and responsibilities of each, in ac-

cordance with provisions of by-laws or rules and regulations; and supervise and direct their activities. Reports and visits show that these conditions exist in each of the Lutheran colleges. Where functions have not been defined, it is not because the president has lacked the authority to do so; and where administrative officers are not properly directed, it is the result of negligence or inefficiency.

Relation to Faculty.—The direct responsibilities of the president in relation to faculty include: (1) nominating prospective members to the board of trustees, and making subsequent recommendations which affect status, including promotions and dismissals; (2) maintaining the best possible standards as to personnel of faculty; (3) assuring necessary academic freedom; (4) recommending favorable salary considerations; (5) making clear conditions of contract and tenure; (6) limiting teaching load; (7) recommending policy of leaves of absence; (8) fostering professional growth; (9) recommending insurance and retirement provisions.

1. *Nomination:* In each of the colleges reporting the president is exclusively responsible for nominating prospective faculty members to the board of trustees for election, and for recommendations concerning changes in status. This is as it should be.

2. *Personnel:* The maintenance of high faculty standards through the selection of the best possible candidates is a responsibility which must be shared jointly by the president and the dean of the college. The facts assembled concerning the present members of the staffs are presented in the chapter entitled "Faculty." It seems wise to indicate at this point the possible danger of inbreeding, on account of the expressed tendency to give preference to members of the Lutheran Church and to graduates of the Lutheran colleges. In selecting faculty members, church colleges should insist on sterling character and active church affiliation. That some should be members of the supporting church denomination is obvious, but to limit selection to the particular denomination places the college in an unfortunate position. A college so staffed is likely to become one in which tolerance, catholicity, and broadmindedness will be difficult to attain. By favoring graduates of the college for staff positions the institution tends to perpetuate itself merely as it was and to close the doors to progress.

Seven of the Lutheran colleges stated that they had a general

policy with regard to the employment of their own graduates or graduates of other Lutheran colleges, but the replies were not uniform. Two of these were "Lutherans preferred"; one stated that employment depended on "experience and contacts outside the Lutheran circle"; another stated "Other matters equal we prefer Lutherans"; another replied, "Own graduates first, other Lutherans next"; another, "Certain of our alumni and others not Lutherans"; and the seventh, "One or two from our college and the rest from recognized respectable colleges." As a matter of fact, it is noted elsewhere in the report that 296, or 93.7 per cent, of the 316 staff members who stated church membership are members of the Lutheran Church, and that 140, or 50.7 per cent, of the 276 staff members who reported degrees hold some degree from one of the colleges of this group.

With the exception of Lenoir Rhyne all the reports indicate that employees need not be members of the Lutheran Church; Lenoir Rhyne stated that all full professors must be members of the Lutheran Church. With the exception of Susquehanna, however, every college replied that all members of the faculty must be members of some church, and in the case of Muhlenberg it is stated that all instructors must be members of a Protestant church. Every college reported that inquiry was made into the religious life of the prospective teachers. In general it would be correct to say that the majority of colleges demand that the instructor give evidence of a positive Christian character, and be actively interested in church activities.

3. *Freedom and protection:* Although it cannot be indicated statistically, nor revealed in documents and reports, the Survey Staff believes that the Lutheran colleges have a decided tendency to select faculty members who are regarded as conservative and safe in the fields of science, economics, and religion. There are only a few isolated instances where restrictions of any kind are placed upon faculty members in the colleges under review on what shall be taught or the character of ideas to be promoted.

Presidents have been successful in recruiting faculty members who hold conservative views and who therefore are assured of the necessary freedom to teach in accordance with them because such views are apparently acceptable to the Church. It is implicit in the organization of the Lutheran colleges that views in accordance with scriptural teaching and church doctrines will be enter-

tained by instructors. Restriction in teaching comes by the process of selection. It is entirely proper to achieve restriction in this manner. Yet this principle, pressed unduly, results in a type of institution which is not likely to foster (to a marked degree) scientific inquiry, nor to entertain or encourage wide differences of opinion in religion or science. Such institutions, in turn, naturally attract and hold students who are at home in such an educational environment and lose those who wish the freer intellectual life. The type of belief and intellectual reaction most valued by the majority of these institutions may be summarized by quoting from one of the presidents: "Religious education, along sound lines; philosophy, a Christian point of view; history, no destructive theory; biology, evolution allowed from a theistic point of view and psychology, materialistic theories not encouraged." To summarize, the presidents assist in maintaining the integrity of purpose of the Lutheran institutions through the selection of faculty members rather than by imposing definite and direct limitations upon what shall be taught.

4. *Salary:* Are conditions of service with reference to salary adequately safeguarded by presidents? Seven of the colleges have schedules with the ranges shown in Table 164.

TABLE 164

SALARY SCHEDULES

COLLEGE	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Carthage	$1,600–1,800	--	--	$2,000–2,500
Midland	1,600–1,800	$1,900–2,200	--	2,300–3,000
Thiel	1,200–2,000	2,200–2,500	--	2,500–3,000
Wittenberg	1,000–1,400	1,800–2,500	$2,400–2,800	2,600–3,000
Muhlenberg	2,000–2,400	2,500–2,900	--	3,000–3,500
Wagner	--	--	--	2,100–3,500
Waterloo	1,500–1,700	1,700–1,900	1,900–2,200	2,200–2,300

Lenoir Rhyne and Susquehanna report that they are working on a salary schedule. If there is to be a schedule, there should be wide differences between the minimum and the maximum for each grade or rank, overlapping of the schedule among ranks, and some provision for exceeding the maximum for professors in the case of eminent men. The greatest range between minimum and

maximum for instructor is $800; for assistant professor, $700; and for professor, $500. These ranges are not adequate. For the instructor the range should be at least $1,000; for assistant professor, at least $1,000; for associate professor, at least $1,500; and for professor, at least $2,000, with provisions for exceeding the top salary in the case of eminent men. The Wittenberg schedule alone illustrates overlapping.

There are good arguments both for and against a salary schedule. The Survey Staff makes no particular recommendation regarding the adoption of a schedule, but if one is to be adopted it should embody the general principles outlined above. A salary schedule is likely to be mechanically administered, to over-compensate the mediocre and to under-compensate the brilliant.

The duty of the president regarding salaries of faculty members is to propose the schedule to the board of trustees (or, if not a schedule a plan which rests upon some basis other than his personal judgment) and to suggest to the board the salary for each member. The Survey Staff believes that all the presidents have attempted to safeguard faculty members with reference to salary. Little improvement can be expected in adopting the theories here proposed without additional income. The present salaries for professors are too low to attract and hold any considerable number of more than average ability, with possibly a few exceptions.

5. *Contract and tenure:* With regard to contract and tenure it is the duty of the president to see that the conditions are clearly known and stated to each member of the faculty, and that they are in accordance with standards appropriate for higher educational institutions.

Each staff member should receive a written communication at the time of initial appointment, signed by the president or the secretary of the board of trustees. It is assumed that the period of service for instructors will be for one year only, subject to reappointment. When one receives professorial rank (assistant professor, associate professor, or professor) he may assume that he is regarded as an acceptable and permanent member of the staff after serving three years (regarded as a probationary period) and receiving appointment for the fourth year. He should thereafter be considered as on indefinite tenure.

The by-laws of the college should state conditions of service,

including tenure, contracts, conditions justifying dismissal, and provisions for hearings on the part of professors who have grievances for any cause.

The facts of tenure and contract show a probationary period of service of one year in Carthage, Gettysburg, Midland, Newberry, Susquehanna, Wittenberg, Muhlenberg, and Wagner. Thiel has a two-year probationary period. At Lenoir Rhyne contracts are renewed annually, and at Roanoke contracts may be terminated upon due notice by either party. There is considerable variation after the one-year probationary period. Some appointments at Carthage are for three years. Midland appoints for five years after the probationary period and Wittenberg, in some cases, up to three years. Carthage, Gettysburg, Wittenberg, and Hartwick appoint some individuals for indeterminate periods, such as "during pleasure," etc., but Lenoir Rhyne, Midland, Susquehanna, Roanoke, and Wagner do not follow the practice. In none of the Lutheran colleges is contract unqualified for life. With the exception of Midland each of the colleges seems to give sufficient notice of dismissal or retention; at that college only thirty days is given. In seven cases the notice is written and in nine, personal. Wittenberg uses both written and personal notices. Three of the colleges stated that if they did not notify an employee of dismissal it constituted a reëngagement and four others stated that it might mean reëngagement but not necessarily so. With the exception of two colleges it was stated that employees are required or expected to give notice of intention to terminate a contract; the length of notice varied from one month to six months. The replies were divided as to whether or not failure to notify of the decision to leave constituted a pledge to stay.

The grounds given by the colleges on which a contract might be revoked by the board before its termination were in the main because of "inefficiency" or for "immoral conduct." The grounds on which a contract might be abrogated before its regular termination by an employee were not so specific. They were dependent upon such circumstances as "sickness," "dissatisfaction," "more desirable position," "country's service."

In most instances an employee has a chance to take his case to the board of trustees or some committee of the board. At Thiel it was mentioned that the appeal should go through the president's office. In some cases the circumstances may be presented

to the board by the employee in person; in some cases in writing; in some cases by both methods. In four cases it was mentioned that the case might be presented through a third party. It should be noted that the survey has disclosed no complaints concerning difficulty in reaching boards of trustees for the presentation of requests or complaints.

6. *Teaching load:* Every college reports that as a general policy it limits the number of hours per week of actual instruction which may be offered by each member of the faculty. The teaching load which each institution attempts to maintain is as follows: Newberry, 12 hours; Gettysburg, Muhlenberg, Roanoke, and Waterloo, each 15 hours; and Carthage, Wittenberg, and Wagner, each 16 hours. All but two colleges, Gettysburg and Wittenberg, report that their standard teaching load is exceeded. The actual maximum teaching loads are reported as follows: Carthage, 18; Gettysburg, 15; Lenoir Rhyne, 18; Midland, 24; Newberry, 20; Susquehanna, 20; Thiel, 18; Wittenberg, 16; Muhlenberg, 17; Roanoke, 17; Wagner, 20; and Waterloo, 19. Figures given elsewhere in this report show that individual instructors report teaching loads even in excess of these figures, indicating that they teach more than sixteen recitation hours per week, in many instances, exclusive of hours spent in laboratory direction. In the following institutions there has been adjustment of teaching load in consideration of research work, writing, and public service on the part of faculty members: Carthage, Newberry, Wittenberg, Muhlenberg, and Wagner.

The facts show that the welfare of the instructor has not been adequately safeguarded with reference to teaching load. The presidents are themselves aware of this fact. The remedy depends upon additional income.

7. *Leave of absence:* Ten of the colleges report granting leave of absence for one purpose or another. The reason stated most frequently was study in other institutions; other reasons were sickness, travel, and teaching at another institution. While most of the institutions have no policy regarding leave of absence, Wittenberg and Midland have a plan to promote study, and Midland and Muhlenberg have a plan for sabbatical leave on part salary.

Every college should have provision for a sabbatical leave of absence for faculty members of the ranks of professor, associate

professor, and assistant professor, with appropriate salary provisions and the necessary latitude of administration by the president. The minimum provision should be one-half year on full salary, or a full year on half salary, after each six years of service. Muhlenberg and Midland have such a provision.

8. *Professional growth:* Conditions are not conducive to professional growth of faculty members in the Lutheran colleges on account of low salaries, heavy teaching responsibilities, and meager library or laboratory provisions. Some of the presidents are aware of the need of fostering professional growth and have adopted active means to promote it. Midland offers opportunity to its staff members to spend six weeks on salary in study during the summer. Wittenberg has a very definite plan to promote professional growth as indicated by excerpts from the letters of appointment as follows:

Your salary will be $..... per year, payable in twelve equal monthly installments of $....., near the end of each month beginning with September.

For this you will be expected to carry your work during the regular session of the school year, and in addition will assume a certain responsibility for the summer. This responsibility may be met in any one of three ways:

1. You may spend eight weeks or more in study at a recognized University approved by our Prudential Committee, at which you will carry definite work for credit, reporting the exact courses taken, at the close of your summer's work.

In the case of those already possessing the Doctor's degree, special permission may be granted upon request, by the Prudential Committee, for the doing of a definite piece of research work instead of carrying graduate courses regularly listed as courses for credit. This is regarded as a special privilege and can be granted to only one or two members of the staff each summer.

2. In case you do not desire to spend the summer in study as above outlined you may carry a regular teaching load in one term of the Wittenberg Summer School. A term covers five weeks six days per week. You will usually be granted a choice of teaching in the first term or second term. This matter is in the hands of the Director of the Summer School.

In case there should be need for your courses in the other term of the Summer School, you may be invited to teach also during that term, receiving extra compensation to be arranged between you and the Director of the Summer School.

3. In case you do not wish to spend the summer in studying or in teaching as above provided, the College will retain your salary payment for the month of August, using the same towards providing opportunities for graduate study for other staff members, or for the payment of the teachers in the Summer School.

9. *Insurance and retirement provisions:* The only colleges which reported any provisions whatsoever for any form of insurance or retirement are Muhlenberg and Roanoke. Muhlenberg has a form of group insurance which covers accidents, and also retires some of its professors, but not at stated ages, on one-half salary. Roanoke has retired one professor on full salary but has no stated provisions for such retirement. Other institutions reported no plans.

Relation to Students.—The president's relations to students are grouped under (1) recruiting, (2) discipline, and (3) contacts.

1. *Recruiting:* If it is necessary for a college to recruit students it should be on the basis of a policy approved by the president, and carried out under his direction through the central administrative staff. All the colleges except Gettysburg and Muhlenberg report that they engage in some form of recruiting. The recruiting provisions are as follows:

Carthage, Wittenberg, and Roanoke employ field agents.

Carthage, Midland, Newberry, Thiel, Wagner, and Waterloo send faculty members into the field.

Carthage, Lenoir Rhyne, Susquehanna, Thiel, Wittenberg, Roanoke, Wagner, and Waterloo send students into the field.

Carthage, Lenoir Rhyne, Midland, Newberry, Susquehanna, Thiel, Wittenberg, Roanoke, Wagner, and Waterloo recruit through ministers of churches.

It will be observed that Carthage recruits students by means of all the existing provisions.

2. *Discipline:* The information which has been gathered in the Survey and recommendations concerning students are set forth and elaborated in Part II in the chapter entitled "Student Body." The question here raised is whether or not the president occupies a satisfactory status with reference to discipline in severe and extreme cases. In eleven of the colleges the president has the power to suspend or expel students. At Midland and Wittenberg this power rests with the discipline committee of which the president is a member. In every college the relations between faculty and president, and between president and board, with reference to student discipline are satisfactory.

Each college has a committee to which disciplinary problems are referred. If any criticism is to be made it is that faculty members spend too much time in discussing disciplinary cases,

3. *Contacts:* Contacts between presidents and students may come through teaching, chapel meetings and convocations, conferences and social gatherings. In every case the relations between the presidents and students were found to be wholesome and constructive. The presidents of Carthage, Muhlenberg, and Waterloo carry a light teaching schedule. Although not considered as a vital part of the work of a president it is to be highly commended. Each president is in charge of the chapel services and convocations, at least on occasion, and is also available to students for conferences and advice during free time. Financial and business matters occupy such a large part of the president's time that it is not possible to devote the desired amount of attention and interest to the students and their various activities.

Recommendations

Carthage.—

1. *Administrative organization:* As a whole, the administrative situation at Carthage is satisfactory but the administrative organization is not adequate in regard to staff. The following additions should be made:

Part-time secretary of the college
Part-time director of research
Part-time physician
Full-time superintendent of buildings and grounds
Full-time director of health, physical education, recreation, and athletics

2. *Finances:* The board of trustees and the supporting synods should assume a greater degree of responsibility for the raising of funds, thereby releasing the time and effort of the president for the consideration of educational problems.

3. *Publicity:* A more vigorous program of continuous publicity should be organized, a greater variety of media being used.

4. *Honorary degrees:* The faculty should adopt regulations concerning standards for honorary degrees.

5. *Faculty standards:* Attention should be called to the dangers incident to the process of inbreeding, due to the tendency to appoint to the faculty too large a proportion of Lutherans and graduates of Lutheran colleges.

6. *Salary scale and rank:* The rank of assistant professor and

associate professor should be extended, and, if a salary schedule is to be maintained, wider ranges adopted between the minimum and maximum for each rank and the plan of overlapping schedules.

7. *Contract and tenure:* Instructors should be appointed for one year. The principle that the holder of any professorial rank is on indefinite tenure, after the three-year probationary period, should be adopted.

8. *Teaching load:* The regulation teaching load should not be exceeded.

9. *Leave of absence:* The principle of sabbatical leave—one-half year on full salary after six years of service, or one year on one-half salary—should be adopted.

10. *Professional growth:* Attention should be given to improving conditions which might result in professional growth of faculty members.

11. *Retirement provisions:* A plan of retirement on part salary should be adopted.

Gettysburg.—

1. *Administrative organization:* The administrative situation at Gettysburg is regarded as unsatisfactory both as to adequacy of staff and definition of function of officers. The president is concerned in too great a degree with the details of the administration of the college. There is not sufficient delegation of responsibility or authority. The following additions should be made:

Full-time dean of the college
Director of research
Business manager and two assistants
Full-time registrar, instead of a part-time officer
Full-time director of health, physical education, recreation, and athletics
Part-time physician

An Administrative Council should be formed.

2. *Finances:* The board of trustees should assume a greater degree of responsibility for the raising of funds, thereby releasing the time and effort of the president for the consideration of educational problems.

3. *Publicity:* A more vigorous program of continuous publicity should be organized, a greater variety of media being used.

4. *Honorary degrees:* The faculty should adopt regulations concerning standards for honorary degrees.

5. *Faculty standards:* Attention should be called to the dangers incident to the process of inbreeding, due to the tendency to appoint to the faculty too large a proportion of Lutherans and graduates of Lutheran colleges.

6. *Contract and tenure:* Instructors should be appointed for one year. The principle that the holder of any professorial rank is on indefinite tenure, after the three-year probationary period, should be adopted.

7. *Leave of absence:* The principle of sabbatical leave—one-half year on full salary, or one year on one-half salary—after six years of service, should be adopted.

8. *Professional growth:* Attention should be given to improving conditions which might result in professional growth of faculty members.

9. *Retirement provisions:* A plan of retirement on part salary should be adopted.

Lenoir Rhyne.—

1. *Administrative organization:* The administrative situation at Lenoir Rhyne is not satisfactory. It is very faulty practice for the secretary to the president to be treasurer of the college and equally unsatisfactory for a faculty member to be treasurer of the endowment fund. The official custodian of all funds should be either a board member or a designated corporation, such as a bank or trust company. The duties of the several administrative officers have not been clearly defined. There is need for the following part-time officials:

Secretary of the college
Dean of the college
Director of research
Physician

The following full-time officers are needed:

Business manager, and one assistant
Director of health, physical education, recreation, and athletics

An Administrative Council should be organized.

2. *Finances:* The board of trustees and the supporting synod

should assume a greater degree of responsibility for the raising of funds, thereby releasing the time and effort of the president for the consideration of educational problems.

3. *Publicity:* A more vigorous program of continuous publicity should be organized; a greater variety of media being used.

4. *Honorary degrees:* The faculty should adopt regulations concerning standards for honorary degrees.

5. *Faculty standards:* Attention should be called to the dangers incident to the process of inbreeding, resulting from the tendency to appoint to the faculty too large a proportion of Lutherans and graduates of Lutheran colleges.

6. *Contract and tenure:* Instructors should be appointed for one year. The principle that the holder of any professorial rank is on indefinite tenure, after the three-year probationary period, should be adopted.

7. *Teaching load:* The regulation teaching load should not be exceeded.

8. *Leave of absence:* The principle of sabbatical leave—one-half year on full salary, or one year on one-half salary—after six years of service should be adopted.

9. *Professional growth:* Attention should be given to improving conditions which might result in professional growth of faculty members.

10. *Retirement provisions:* A plan of retirement on part salary should be adopted.

Midland.—

1. *Administrative organization:* The administrative situation at Midland is far from satisfactory. The functions of administrative officers have not been clearly defined. Authority is too highly centralized in the president's office and the administrative staff is inadequate. It is suggested that the position of assistant to the president be discontinued, and the business manager should not serve as treasurer. There should be a full-time librarian in place of a part-time librarian, a full-time registrar in place of a part-time registrar, and a full-time superintendent of buildings and grounds. The following part-time officers should be added:

Director of research
Dean of women
Dean of men
Physician

An administrative council should be organized.

2. *Finances:* The board of trustees and supporting synod should assume a greater degree of responsibility for the raising of funds, thereby releasing the time and effort of the president for the consideration of educational problems.

3. *Publicity:* A more vigorous program of continuous publicity should be organized; a greater variety of media being used.

4. *Faculty standards:* Attention should be called to the dangers incident to the process of inbreeding, arising from the tendency to appoint to the faculty too large a proportion of Lutherans and graduates of Lutheran colleges.

5. *Salary scale and rank:* The rank of associate professor should be established, and, if salary schedule is to be maintained, wider ranges adopted between the minimum and maximum for each rank and the plan of overlapping schedules.

6. *Contract and tenure:* Instructors should be appointed for one year. The principle that the holder of any professional rank is on indefinite tenure, after the three-year probationary period, should be adopted.

7. *Teaching load:* The regulation teaching load is not exceeded.

8. *Leave of absence:* The principle of sabbatical leave—one-half year on full salary, or one year on one-half salary—after six years of service should be adopted.

9. *Retirement provisions:* A plan of retirement on part salary should be adopted.

Newberry.—

1. *Administrative organization:* The administrative organization of Newberry represents the lowest point of the scale. While the president is presumably the official in charge of the operation of the college, to the dean of the college has been assigned practically all important administrative functions except those which concern official relations to the board of trustees. The Summerland division is theoretically under the administration of the officers at Newberry, but because of distance and circumstance it is practically a separate administrative unit. There is no reason why Summerland should be administered by the Newberry officials. If it is to continue it should have its own complete administrative staff, with the exception of the office of the president. The following part-time officers are needed at Newberry:

Director of research
Dean of women
Dean of men
Physician

The following full-time officers are also needed:

Registrar
Librarian
Business manager
Director of health, physical education, recreation, and athletics

The duties of the dean of the college should be clearly defined and he should not be exploited by having to carry responsibilities which officially belong to the president. There should be an administrative council.

The Summerland administrative staff should include a part-time dean of the college, (teaching at Summerland but certainly not at Newberry), a part-time registrar, part-time dean of women, part-time business manager, and part-time superintendent of buildings and grounds.

2. *Finances:* The board of trustees and supporting synod should assume a greater degree of responsibility for the raising of funds, thereby releasing the time and effort of the president for the consideration of educational problems.

3. *Publicity:* A more vigorous program of continuous publicity should be organized; a greater variety of media being used.

4. *Honorary degrees:* The faculty should adopt regulations concerning standards for honorary degrees.

5. *Faculty standards:* Attention should be called to the dangers incident to the process of inbreeding, arising from the tendency to appoint to the faculty too large a proportion of Lutherans and graduates of Lutheran colleges.

6. *Contract and tenure:* Instructors should be appointed for one year. The principle that the holder of any professorial rank is on indefinite tenure, after the three-year probationary period, should be adopted.

7. *Teaching load:* The regulation load should not be exceeded.

8. *Leave of absence:* The principle of sabbatical leave—one-half year on full salary, or one year on one-half salary—after six years of service should be adopted.

9. *Professional growth:* Attention should be given to im-

proving conditions which might result in professional growth of faculty members.

10. *Retirement provisions:* A plan of retirement on part salary should be adopted.

Susquehanna.—

1. *Administrative organization:* The administrative organization of Susquehanna is highly unsatisfactory, both as to adequacy of staff and definition of responsibilities. Steps should be taken to define clearly the duties of officers. The following part-time officials should be added:

Secretary of the college
Dean of the college
Director of research
Dean of men
Physician

In addition there should be the following full-time officials:

Registrar
Librarian
Business manager

An administrative council should be organized.

2. *Finances:* The board of trustees and the supporting synod should assume a greater degree of responsibility for the raising of funds, thereby releasing the time and effort of the president for the consideration of educational problems.

3. *Publicity:* A more vigorous program of continuous publicity should be organized; a greater variety of media being used.

4. *Honorary degrees:* The faculty should adopt regulations concerning standards for honorary degrees.

5. *Faculty standards:* Attention should be called to the dangers incident to the process of inbreeding, due to the tendency to appoint to the faculty too large a proportion of Lutherans and graduates of Lutheran colleges.

6. *Contract and tenure:* Instructors should be appointed for one year. The principle that the holder of any professorial rank is on indefinite tenure after the three-year probationary period should be adopted.

7. *Teaching load*: The regulation load should not be exceeded.

8. *Leave of absence*: The principle of sabbatical leave—one-half year on full salary after six years of service, or one year on one-half salary—should be adopted.

9. *Professional growth:* Attention should be given to improving conditions which might result in professional growth of faculty members.

10. *Retirement provisions:* A plan of retirement on part salary should be adopted.

Thiel.—

1. *Administrative organization:* Under the present leadership there has been great improvement in the administrative situation. The following additional officers are necessary:

Part-time secretary of the college
Part-time director of research
Part-time physician
Full-time business manager, and assistant
Full-time superintendent of buildings and grounds

When these additions have been made the position of executive secretary may be discontinued. An administrative council should be organized.

2. *Publicity:* A more vigorous program of continuous publicity should be organized; a greater variety of media being used.

3. *Honorary degrees:* The faculty should adopt regulations concerning standards for honorary degrees.

4. *Faculty standards:* Attention should be called to the dangers incident to the process of inbreeding, due to the tendency to appoint to the faculty too large a proportion of Lutherans and graduates of Lutheran colleges.

5. *Salary scale and rank:* The rank of associate professor should be added, and, if a salary schedule is to be maintained, wider ranges adopted between the minimum and maximum for each rank and the plan of overlapping schedules.

6. *Contract and tenure:* Instructors should be appointed for one year. The principle that the holder of any professorial rank is on indefinite tenure after the three-year probationary period should be adopted.

7. *Teaching load:* See that the regulation load is not exceeded.

8. *Leave of absence*: The principle of sabbatical leave—one-

half year on full salary, or one year on one-half salary—after six years of service should be adopted.

9. *Professional growth:* Attention should be given to improving conditions which might result in professional growth of faculty members.

10. *Retirement provisions:* A plan of retirement on part salary should be adopted.

Wittenberg.—

1. *Administrative organization:* With regard to the number of staff officers, the administrative situation at Wittenberg is quite satisfactory but there should be further definition of duties with regard to the responsibilities of officials, concerned with finance. As soon as possible there should be employed a full-time director of research, a director of health, physical education, recreation and athletics, and a part-time physician. It would also be well to organize an administrative council.

2. *Finance:* The board of trustees and the supporting synod should assume a greater degree of responsibility for the raising of funds, thereby releasing the time and effort of the president for the consideration of educational problems.

3. *Salary scale and rank:* If a schedule is to be maintained the range between the minimum and maximum for each rank should be increased, and provisions made for exceeding the maximum in the case of eminent men. The present scale provides for overlapping.

4. *Contract and tenure:* Instructors should be appointed for one year. The principle that the holder of any professorial rank is considered permanent, subject to reappointment each year after the one-year probationary period should be adopted.

5. *Leave of absence*: The principle of sabbatical leave—one-half year on full salary, or one year on one-half salary—after six years of service should be adopted.

6. *Retirement provisions:* A plan of retirement on part salary should be adopted.

Muhlenberg.—

1. *Administrative organization:* The administrative situation at Muhlenberg is not satisfactory. Authority is too highly centralized in the president, president's assistant and the superintend-

ent of buildings and grounds. Administrative functions should be more widely distributed and clearly defined. There is need for complete administrative reorganization and for adding the following officials:

Full-time registrar
Full-time business manager and one assistant
Full-time director of health, physical education and recreation
Part-time dean of the college
Part-time director of research
Part-time dean of men
Part-time physician

An administrative council should be organized.

2. *Finances:* The board of trustees and supporting synod should assume a greater degree of responsibility for the raising of funds, thereby releasing the time and effort of the president for the consideration of educational problems.

3. *Publicity:* A more vigorous program of continuous publicity should be organized; a greater variety of media being used.

4. *Honorary degrees:* The faculty should adopt regulations concerning standards for honorary degrees.

5. *Faculty standards:* Attention should be called to the dangers incident to the process of inbreeding, and to the tendency to appoint to the faculty a large proportion of Lutherans and graduates of Lutheran colleges.

6. *Salary scale and rank:* The rank of associate professor should be added, and, if a salary schedule is to be maintained, wider ranges adopted between the minimum and maximum for each rank and the plan of overlapping schedules.

7. *Contract and tenure:* Instructors should be appointed for one year. The principle that the holder of any professorial rank is on indefinite tenure after the three-year probationary period should be adopted.

8. *Teaching load:* The regulation load should not be exceeded.

9. *Leave of absence:* The principle of sabbatical leave—one-half year on full salary, or one year on one-half salary—after six years of service should be adopted.

10. *Professional growth:* Attention should be given to improving conditions which might result in professional growth of faculty members.

11. *Retirement provisions:* A plan of retirement on part salary should be adopted.

Roanoke.—

1. *Administrative organization:* With reference to the definition of function the administrative situation at Roanoke is more satisfactory than at any other Lutheran college. As soon as possible it would be well to add the following officials:

Part-time secretary of the college
Part-time director of research
Part-time dean of men
Part-time physician

It would be well for the registrar to give his full time to his office and also to add the following full-time officials:

Superintendent of buildings and grounds
Director of health, physical education, recreation, and athletics

The present committee on policy serves the purpose suggested for an administrative council.

2. *Finances:* The board of trustees and supporting synod should assume a greater degree of responsibility for the raising of funds, thereby releasing the time and effort of the president for the consideration of educational problems.

3. *Publicity:* A more vigorous program of continuous publicity should be organized; a greater variety of media being used.

4. *Honorary degrees:* The faculty should adopt regulations concerning standards for honorary degrees.

5. *Contract and tenure:* Instructors should be appointed for one year. The principle that the holder of any professorial rank is on indefinite tenure after the three-year probationary period should be adopted.

6. *Teaching load:* The regulation teaching load should not be exceeded.

7. *Leave of absence:* The principle of sabbatical leave—one-half year on full salary, or one year on one-half salary—after six months of service should be adopted.

8. *Professional growth:* Attention should be given to improving conditions which might result in professional growth of faculty members.

9. *Retirement provisions:* A plan of retirement on part salary should be adopted.

Wagner.—

1. *Administrative organization:* Since Wagner has a registration under 100 students the administrative organization must be very informal. No changes are suggested.

2. *Finances:* The board of trustees and supporting synod should assume a greater degree of responsibility for the raising of funds, thereby releasing the time and effort of the president for the consideration of educational problems.

3. *Publicity:* A more vigorous program of continuous publicity should be organized, a greater variety of media being used.

4. *Teaching load:* The regulation teaching load should not be exceeded.

5. *Leave of absence*: The principle of sabbatical leave—one-half year on full salary, or one year on one-half salary—after six years of service should be adopted.

6. *Retirement provisions:* A plan of retirement on part salary should be adopted.

Waterloo.—

1. *Administrative organization:* Since Waterloo has a registration under 100 students the administrative organization must be very informal. No changes are suggested.

2. *Finances:* The board of trustees and supporting synod should assume a greater degree of responsibility for the raising of funds, thereby releasing the time and effort of the president for the consideration of educational problems.

3. *Publicity:* A more vigorous program of continuous publicity should be organized; a greater variety of media being used.

4. *Teaching load:* The regulation teaching load should not be exceeded.

5. *Leave of absence*: The principle of sabbatical leave—one-half year on full salary, or one year on one-half salary—after six years of service should be adopted.

6. *Retirement provision:* A plan of retirement on part salary should be adopted.

CHAPTER II

FINANCIAL SUPPORT

Of the many administrative problems confronting college trustees and college presidents, none has caused more concern than the question of adequate financial support. This is at once obvious when it is realized that practically every activity of the modern college is reflected in the budget. A campaign for more students, even when the college is not filled to its capacity, will call for an increase in available support over and above the increased tuition which the additional students pay, since in practically no colleges do the students pay the entire cost of their training. The gift of a new building necessitates additional cost to heat it, keep it clean, maintain it in repair, insure it, and cover its depreciation. The gift of a memorial stadium or students' union will often impose an additional burden of many thousands of dollars upon a college, even though interested friends and loyal alumni donate the stadium or the building completely equipped and free from any indebtedness. The endowment of a professorship is often a financial liability to a college unless the endowment also provides him with an office, lecture room, stenographic assistance, and other necessary accompaniments to his work.

The introduction of more elective courses in any field will call for more staff members, probably reduce the size of classes, and increase the cost. A program of health service and constructive physical education immediately involves high salaried specialists and expensive equipment. Securing better trained faculty members, lightening the teaching and administrative load, and providing for the retirement of old teachers are all desirable changes, but impossible without increased financial resources.

There will be, therefore, little disagreement with the assertion that the most serious problem now confronting all the Lutheran colleges in this group is the problem of securing more adequate support. It affords a little comfort but no real help to know that this is also the most important problem facing the majority of

American colleges to-day. The causes for the present financial stress in higher education are not difficult to find. Many o[illegible] have existed for a long period but have become acute only [illegible] World War. The enumeration of some of the most impo[illegible] these will be of assistance in presenting the problem.

1. Since 1919, there has been an unprecedented a[illegible] ing increase in the number of young men an[illegible] enrolled in our colleges—a total of 375,359 in 1918 [illegible] in 1926. This increased enrollment has made necess[illegible] responding increases in staff, buildings, and other equipment.

2. The heaviest increases came during the period when the cost of living and the cost of materials were at their highest points. Consequently, necessary building was done at greatly increased cost.

3. The salaries of college teachers have increased during this period because of adjustments to the increased cost of living and the increased demand for competent teachers caused by the larger enrollments.

4. All equipment, supplies, fuel, and labor have increased in cost.

5. The lengthening of the time that the average student stayed in college and the lengthening of some of the special courses all added to the total cost.

6. The development of various kinds of extension service has widened the influence of the college but has also added to the cost.

On the other side, the tuition rates have not been increased in proportion to those other increases so that in many instances the student is actually carrying a smaller proportion of the cost of his education than he did before the World War. In the same way, the rate of income from productive funds has in many cases dropped at the same time that the dollar has dropped in purchasing power.

During this period of heavy financial pressure upon the colleges there has been one noticeable gain; namely, a much clearer understanding of some of the fundamental principles of college finance. A consciousness of common problems has brought college executives and college business managers to the point where they have been willing, even anxious, to meet and discuss their problems in order to profit by the experiences of others. These meetings under

various auspices have resulted in a much wider application of good
s practices to the financial administration of our American
and universities. More than this, there has gradually
ut of this interest in the general financial situation of the
s a certain amount of agreement on what constitutes a
iness administration for colleges. Unquestionably the
rves most credit for assisting this movement
olding and formulating many of the best practices
evor Arnett of the General Education Board. His book
on *College and University Finance,* published and widely distributed by the General Education Board in 1922, has had more effect upon the financial practices of our colleges than has any other single factor. Further improvement in the management of college financing resulted from the conferences of College and University Financial Officers held under the auspices of the General Education Board at the University of Chicago in 1923 and 1924 and led by Mr. H. J. Thorkelson, Director of the Division of College and University Accounting of the General Education Board, and Mr. Trevor Arnett, then Vice-President of the University of Chicago, in charge of its financial administration. These conferences arrived at agreements upon many of the controversial practices in college finance and have done much to secure a desirable amount of uniformity in accounting and reporting among colleges and universities.

Another of the many contributions to this field during the past decade was the study made under the auspices of the Educational Finance Inquiry Commission, entitled *Unit Costs of Higher Education,* by E. B. Stevens, Executive Secretary of the University of Washington, and E. C. Elliott, President of Purdue University, and published by the Macmillan Company in 1925. This report presents a very careful and detailed account of a method of finding unit costs in higher education. It also contains many helpful suggestions and devices for the financial officers of colleges and universities.

It is not necessary in this report to reproduce what might be called a set of standards for college finance since the above references as well as the publications on this subject by the Division of Higher Education of the Bureau of Education at Washington are all so easily available, and since an attempt to do so would become very voluminous. Definitions and principles of procedure

can easily be obtained from the above-mentioned studies. A few of the more important approved practices (rather than standards) will be given for the purpose of illustrating the type of assistance which college financial officers may now readily obtain.

The following are quotations from *College and University Finance* by Trevor Arnett.

A college is not a corporation operated for financial profit. Seldom, if ever, does its income even in this day permit the accumulation of a depreciation reserve for replacing buildings. In consequence, a commercial system of accounting which shows with meticulous care accruing income, building depreciation, etc., does not fit the peculiar financial problems encountered in the administration of an endowed institution dependent for its support and expansion upon gifts (p. 7).

It is a generally accepted principle that a student should not be required to pay what it costs the college to provide his education, else students with slender resources may be deprived of the advantages of college training (p. 10).

The amount paid by the better-endowed colleges for instruction approximates about one-half the total expense incurred for strictly educational operation.[1] The amount received from tuition fees rarely equals or even approximates the sum paid for instruction.

Students should be required to pay all fees within the first few days of the quarter or term, or to make satisfactory arrangements for their payment. This rule, announced by most colleges, is more honored in the breach than in the observance. It should, however, be followed strictly, for its observance operates as much to the advantage of the student by training him in good business principles as it benefits the college by the prompt receipt of cash, by eliminating the expense of collection, and by avoiding bad debts (p. 13).

Disbursements for capital purposes are made for new buildings, furniture, improvements and additions to buildings, new roads, and walks, new connections for heat and power plant, tunnels and mains. For all such disbursements, when not provided from current income, capital receipts must be procured.

The cost of operation of each of these[2] should be kept in separate accounts apart from all other operating costs of the college, first, because these departments are conducted usually on the theory that they should pay their own way, and unless a strict and complete accounting is kept, that theory cannot be proved; second, because the cost of education is unknown if these quasi-business operations are not kept strictly separate from it (p. 22).

Expenses involved in raising money to meet the cost of current operation are part of the general expense of the college and should be included in the college budget. An endowed college, however, is usually seeking funds

[1] "Strictly educational operation" includes administration, instruction, and the operation and maintenance of the physical plant of the college. The cost of the operation and maintenance of dormitories, dining halls, and special schools is excluded (p. 11).

[2] Disbursements for dormitories, dining halls, bookstores, etc.

for new buildings, equipment, additional campus, and larger endowment, and may incur considerable expense in so doing. Expenditures are made for the salaries and travelling expenses of solicitors, for printing and publishing bulletins and pamphlets, and for entertainment. These expenditures are often erroneously charged to the current expenses of the college. Sometimes they are deducted from the amount raised. When this custom is followed a statement should be made to that effect when the fund is being solicited to prevent misunderstanding. The best way to provide for these expenses is to raise a fund especially for that purpose.

College endowment is a fund, the principal of which is invested and kept inviolate and only the income used for the general support of the college, or for some specific object in connection with it (p. 24).

A college has no right, moral or legal, to "borrow" from its endowment, to hypothecate endowment securities, to "invest" endowment in college buildings and equipment, or, in fact, to do anything with endowment except to invest it so that it will produce a certain and steady income (p. 24).

Endowments fall into two principal classes: unrestricted, or general, and restricted, or special. The income from unrestricted endowment may be used for any of the legitimate needs of the college. The income from restricted endowment may be used only for the express purpose for which the fund was given. In the case of restricted endowment, care must be taken to see that any income not used during the year is carried forward to the next year's account so as to be applied to the specific purpose (p. 27).

As endowments are established to provide permanent regular income, it is important that they be invested in such a way that the income shall be assured and the principal kept intact. Safety of principal is the first consideration; otherwise, the permanency of the income may be endangered. The size of the income, though important, is secondary (p. 32).

College funds should be invested to provide suitable diversification as to kinds and to territory in which the investments are located. Securities purchased should be representative of different businesses and industries so that if any are affected by depression, strikes, or untoward circumstances, the entire endowment income will not suffer (p. 34).

Investments of endowment should be entered on the books at cost. In this manner the funds can be fully and accurately accounted for. The following equation should always be maintained: Endowment investments at cost plus endowment cash awaiting investment should always equal total of endowment (pp. 35-36).

When bonds are bought at a premium, provision should be made to care for the premium by the maturity of the bonds by taking a portion of the interest received each year and setting it aside for that purpose (p. 37).

From the point of view of policy and good business procedure, endowment funds should not be loaned to any trustee, officer, or employee of the college, nor to any business which they own, nor to any corporation for whose management they are responsible. Neither should any loan be made to any person upon the guarantee of a trustee, officer, or employee. If the college charter does not prohibit this practice it should be forbidden by the by-laws or by resolution of the board (p. 42).

Campus, laboratories, libraries, recitation buildings are not endowed, and funds so invested simply cease to be endowment, for they produce no money income (p. 43).

Still another misuse of endowment is encountered from time to time, viz., the pledging of endowment investments as security for loans for the current expenditures of the college. Trustees who would repudiate scornfully the suggestion of using college endowment, even temporarily, to pay current debts, have at times authorized its use as collateral for loans for current purposes, apparently overlooking the fact that by so doing they have parted temporarily with the securities, and can regain them only by raising money to repay the loan. If they fail to redeem the collateral from the bank they have just as truly used endowment funds for current expenses as if they had sold the securities and used the cash (p. 46).

Pledges and subscriptions to endowment are not endowment until they are actually paid; therefore, they should not be included in it. Endowment is a reality, not a potentiality; (p. 51).

College plant should be carried on the books at cost, and the amount thus carried should equal and account in detail for all funds used in acquiring it (p. 55).

Innumerable other suggestions and principles are obtainable from this source as well as very helpful discussions on accounting, budgeting, and the preparation of financial reports with samples of each.

Other approved practices will be referred to in the later discussion of this chapter to support the more important criticisms and recommendations made.

The following definitions of terms were used in gathering the financial data from the Lutheran colleges and will be so used throughout the discussions in this section.

Definitions

Physical plant.—The term "physical plant" is used to include the land used for campus, with its improvements, the buildings, with their fixed improvements, and all equipment, such as books, furniture, apparatus, machinery and tools belonging to the college. All staff residences, dormitories, dining halls and heat-light-power-water plants are included.

Buildings.—The term "buildings" is used to include not only gross structure but also all fixed improvements, such as heating, ventilating, lighting, cleaning, plumbing, and fire fighting fixtures, as well as elevators, lifts, clock, bell, call and telephone systems and similar "built in" improvements.

Cost.—The term "cost" is used to refer only to actual cash expenditures made by the college. Appreciated or depreciated values should *not* be given under this head.

Estimated value.—The term "estimated" value is used in cases where the

college received an item without cash expenditure. It refers to the actual market value at the date of receipt of the item as determined by competent appraisers. Appreciated or depreciated values should not be given under this head.

Equipment.—The term "equipment" is used to refer to all books, furniture, apparatus, machinery and tools belonging to the college.

Books.—The term "books" is used to include departmental and administrative collections belonging to the college as well as the volumes of the library proper.

Supplies.—The term "supplies" is used to include materials consumed or destroyed when used, materials the normal life of which is not more than two years when in use, fragile articles frequently broken with customary use, and small articles frequently lost. The following items are examples of supplies: coal, ink, nails, chemicals, brushes, brooms, sponges, erasers, laboratory porcelain, glassware, pins, clips, thumb tacks.

Endowment.—The term endowment is used to refer to funds of which the income alone is expended, the principal being invested and maintained inviolate.

Restrictions.—The term "restrictions" is used to refer to two types of conditions or limitations set by donors in the making of a gift. There may be a restriction referring to use of principal, in which case there are three possibilities, viz., unrestricted, restricted to endowment, or restricted to current use. There may be a restriction referring to the application of the gift for the needs of the college. In this case there are two possibilities, viz., unrestricted as to application, or restricted to application for a specific activity, department, or purchase.

Consolidated and separate investments.—Investments are said to be consolidated when, in placing the money, attention is not paid to amounts received from various sources but all funds are invested as a whole. Investments are said to be separate when gifts or funds are each actually handled as a unit in placing the money.

Annuities.—Endowment funds subject to annuities are those funds granted by the donor on condition of the payment of an annual sum during the lives of one or more persons. The sum paid is an annuity.

Designated and general current funds.—Current funds are said to be designated when receipts from a given bureau, department or activity are set aside to meet the expenditures for that bureau, department, or activity only. When receipts and disbursements from many departments and activities are handled indiscriminately from one current fund, that fund is called a general current fund.

Disbursements.—In distributing disbursements it frequently happens that one individual serves as an instructor and an administrative officer, or an employee assists in extension and in some supplementary business department. In all such cases the charges should be distributed proportionately in as fair a way as possible with due regard to the actual amount of service rendered in the four divisions of instruction, coöperative and scientific services, overhead departments, and supplementary business operations.

The Present Financial Situation

This section will present the data assembled from the reports made by the business managers of the colleges. It will follow the same order of topics as that used in the blank form, with an analysis of the situation or of the procedures in each unit. The principal topics are: assets, liabilities, funds, receipts, disbursements, budget, care and maintenance, and special services.

Assets

The picture of the total assets of the Lutheran colleges in this study, as reported by the official in general charge of the business management of the colleges, is shown in Table 165. This table shows some very significant facts with respect to the present financial conditions of these colleges and also some of the difficulties of securing comparable data because of the variety of interpretations placed upon the questions and the range in practice within this group in handling financial matters. The discussion in this chapter will not include Wagner College. Every effort was made by the Survey Staff to secure the data but, although the tabulations for this section were held open until the 20th of April, 1928, the blank from Wagner had not been received.

It is seen from the totals in Table 165 that only five of the colleges have total assets, including the physical plant, all equipment, and all other resources, of over a million dollars. Five of the colleges have total assets of less than $500,000. The total assets of either Muhlenberg or Wittenberg are more than equal to the combined total assets of Waterloo, Collegiate, Hartwick, Marion, Thiel, Midland, and Newberry.

There are also, of course, very great differences in the size of the colleges. The effect of size on total assets is partly equalized when the total assets are divided by the enrollment for the same year. This figure is of very little significance, except as a rough measure of the amount of capital in use per student in each of the colleges. At Gettysburg and Wittenberg the academy buildings were deducted from the assets. At Waterloo, Collegiate, and Marion the academy enrollments were added to the college enrollments because the academies are housed in the same buildings. These figures do not allow for the outstanding indebtedness which would reduce the figures somewhat for Lenoir Rhyne and Muhlenberg. These rough estimates of the capital available per student

in the different colleges vary from $1,106 at Collegiate to $5,049 at Muhlenberg. Some of the differences shown are the results of small enrollments. However, when colleges of approximately the same size are compared as, for example, Newberry and Muhlenberg, it is seen that the latter has more than three times the capital per student invested in buildings and productive endowment. Even on the basis of these inaccurate per-student comparisons, it is probable that with present enrollments Muhlenberg and Roanoke are more able to contribute toward the cost of instructing students than are the other institutions.

Buildings.—With the exception of those colleges located in or near large cities, the buildings represent the predominant value in the physical plants. Even in such cases as Muhlenberg, where the site is more valuable in proportion to the total plant than any of the others, the buildings are still the largest financial factor in determining whether the college should continue in its present location or be moved. The sites, if correctly valued, could be disposed of at no loss to the colleges, but college buildings are always disposed of at a loss. It is obvious that the loss may be only an apparent one if the move secures a better location and more support with smaller upkeep on newer and better constructed buildings. This situation is illustrated by the physical plant at Carthage. Ten units are listed, four of which cost less than $10,000 each to construct and one of which, the girl's dormitory, built in 1918, cost $110,000, more than 47 per cent of the cost of the total plant. With the exception of this dormitory and the science building, built in 1911 and now much too small for the needs of the college, every other unit either needs replacing or would require so much remodeling that replacement would be the better investment. This is clearly a case where the money which could be obtained from selling the present plant to some organization for whose needs it is sufficient would represent a saving over further investments at its present location.

The physical plant at Gettysburg is listed at $828,602.70. A comparison of this report with the one just given will show the difficulty of comparing the figures on many of the items in this chapter. The buildings at Carthage are all listed at their cost to the college. Many of them could not be replaced for anything like their original cost and in no case could the same space accommodations now furnished by the older buildings be secured in

TABLE 165

Total Assets for Lutheran Colleges as Reported for Fiscal Year Ending in 1927

Item	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry [8]	Susquehanna	Thiel
Buildings of physical plant	$233,223.26[1]	$ 828,602.70	$ 346,500.00[2]	$329,000.00[4]	$399,000.00	$418,923.18	$175,000.00
Campus and grounds	24,657.21	150,000.00	35,000.00	2,727.00[5]	37,500.00	93,190.00	--
Cost of land improvements	--	27,000.00	10,000.00	1,365.00	3,400.00	21,200.00	--
Equipment—inventory	78,613.64	91,956.88	36,000.00	25,160.00[6]	107,250.00	67,408.30	52,188.44
Real estate investments (including buildings)	39,101.30	3,200.00	--	19,900.00	--	31,300.00	3,000.00
Stocks held by college	--	27,767.00	194,100.00[3]	39,317.46[7]	13,350.00	13,612.00[9]	--
Bonds held by college	--	423,691.81	6,900.00	--	1,600.00	31,500.00	94,805.93
Mortgages held by college	512,796.78	*251,070.50	127,100.00	111,525.00	149,785.95	196,471.00	31,200.00
Personal notes held by college	29,757.33	636.25	54,200.00	--	9,710.00	36,625.00	--
Other assets	58,049.76	20,135.21	405,000.00	7,588.31	2,482.45	693.07	17,283.71
Total for each college	$976,199.28	$1,824,060.35	$1,215,300.00	$536,582.77	$722,478.40	$900,922.55	$373,478.08
	325	663	282	263	430	400	278
Assets per student [15]	3,003	2,524	4,309	2,040	1,680	2,252	1,343

* Includes Annuity funds, deeds of trust and judgments.
[1] One building represents nearly ½ total.
[2] Three buildings under construction.
[3] Some of this was reported as non-income-producing at time of visit.
[4] Includes campus.
[5] Athletic Park—½ interest with high school.
[6] Part included in No. 1.
[7] About ½ of amount in building and loan stock.
[8] Includes Summerland.
[9] Part of stock since sold at a profit.

TABLE 165 (*Continued*)

Item	Wittenberg	Muhlenberg	Roanoke	Waterloo	Hartwick	Collegiate	Marion, Jr.
Buildings of physical plant	$1,035,034.53	$ 832,539.00	$ 330,930.00	$112,968.00	[10]	$107,500.00	$150,000.00
Campus and grounds	303,571.12	551,113.00	32,311.00	--	75,000.00[11]	1,500.00	30,000.00
Cost of land improvements	30,966.72	42,489.00	2,748.00	--	--	2,750.00	3,950.00
Equipment—inventory	150,227.40	79,401.07	113,799.00	12,830.00	--	14,750.00	16,194.14
Real estate investments (including buildings)	49,538.34	--	34,300.00	--	--	--	--
Stocks held by college	1,135.00	3,888.00	22,990.00	--	--	--	--
Bonds held by college	13,419.50	64,925.00	19,150.00	--	118,912.46[12]	--	--
Mortgages held by college	1,256,368.50	775,190.00	527,870.10	--	--	--	--
Personal notes held by college	27,010.00	--	1,490.79	--	--	--	--
Other assets	56,172.49	47,333.94	44,288.19	--	--	2,910.22	52,752.45
Total for each college	$2,923,443.60	$2,499,979.01	$1,129,877.08	$125,798.00	$193,915.46	$129,410.22	$252,896.59
Enrollment	964	470	258	101	--	117	117
Assets per student [15]	2,878[13]	5,049[13]	4,379	1,245[14]	--	1,106[14]	2,161[14]

[10] College in process of being formed—all information incomplete.
[11] Probably includes campus at Hartwick—not stated in report.
[12] From "Greater Hartwick Campaign" (not reported how invested).
[13] Academy buildings deducted from total assets.
[14] Includes academy students.
[15] Assets as listed; liabilities not subtracted.

modern buildings for the original cost or even double the original cost. The buildings at Gettysburg are all carried at a given "book value" which is considerably greater than the original cost of the buildings and which amounts, in some cases at least, almost to "replacement value." The figures for Gettysburg also include the academy building, valued at $150,000; but on the other hand, the new Eddie Plank Memorial Gymnasium was not included nor was any value placed in the report for the new Breidenbaugh Science Hall which was under construction at the time the report was made. These two buildings will very materially increase the total value of the plant and are decidedly the two best buildings of the entire Gettysburg group. It is obvious that the figures given for the buildings at Gettysburg do not represent their value in a form which would justify comparisons with the other colleges in the group.

In the case of Lenoir Rhyne, the total value of the buildings is listed at $346,500, of which $280,000, or over 80 per cent, is represented by three new buildings which were under construction at the time of the report. At the time these buildings were started the value of the existing buildings amounted to only $66,500. At that time there was clearly not enough capital invested in the physical plant to make it a matter of any importance in deciding whether the college should be continued at that location. If, as it appears, the location of Lenoir Rhyne is not the best available, it would have been wise to realize all that was possible on the site and existing buildings and to invest the $280,000 or more which is going into new buildings in a better location. This the trustees very evidently decided not to do and are now in the position of having a large part of their available capital tied up in buildings.

The Midland figures of $329,000 include the seminary property valued at $35,000, which should be deducted in order to compare the value of the plant with Carthage or other colleges not directly connected with Lutheran seminaries.

The Susquehanna buildings are all listed at "present or replacement value" so that the total of $418,923.18 is considerably above the cost and again prevents comparisons. That the policy of carrying the buildings of a college on the books at "present or replacement value" is not considered desirable practice is evidenced by the resolution passed by the Conference of College and University Financial Officers at Chicago to the effect "that the land, build-

ings and equipment of an institution should be carried on the books at cost, and that the present value of buildings and equipment should be ascertained and kept in memorandum form for insurance purposes."

The total of $175,000 for Thiel is an understatement, since the report did not give any value for Greenville Hall, Daily Hall, Ridgeway Hall, or Walters House.

The total for the buildings at Wittenberg is composed of cost figures on six of the buildings (equalling about three-fourths of the total) and estimated values on the remaining seven. These were appraised by a Board of Appraisers, but there is no means of knowing on what basis the appraisal was made.

The total for Muhlenberg is the cost figure for these buildings. The estimated value of the buildings was put at $1,410,693, or $478,054 higher than the cost given in Table 165. These figures include the preparatory school building costing $126,567, which amount should be deducted for comparisons with colleges which do not conduct preparatory schools.

The building totals for Roanoke, Waterloo, and Collegiate are cost figures, while the figure for Marion is the president's estimate with no statement as to the basis of estimate used.

Campus and Grounds.—The figures given in Table 165 for this item again vary as to the manner in which they were reported. The totals for Carthage, Newberry, and Roanoke are reported at cost. Those for Gettysburg, Susquehanna, Wittenberg, Muhlenberg, Hartwick, Collegiate, and Marion are all estimates of the present value. The total for Lenoir Rhyne is part cost and part estimate, and in the other instances the figures were not reported or were included with the figures reported under buildings. This was the case at Midland, where the purchase of the old plant when Midland moved to its present site was a single sum and did not distinguish between land and buildings.

In the estimated costs for land, it is quite probable that some are too high while others are probably too low. The estimate of the cost of the Muhlenberg campus on the basis of the price of surrounding property is probably too low, while estimates for Hartwick and Marion are, in the judgment of the Survey Staff, higher than the amount the property would now bring on the market.

Cost of Improvements to Campus.—This is neither a very large

nor a very important item in the total financial situation, although it is one that is much neglected when upkeep is considered, as was noted in the chapter on the physical plant. At Gettysburg, the entire sum of $27,000 reported was for the athletic field and stadium. The same item accounts for practically all the expenditures under this heading at Lenoir Rhyne, Newberry, Susquehanna, and Roanoke.

Muhlenberg and Wittenberg have spent the largest sums (small in comparison to their other items) on landscaping and planting the grounds, and the value received is very evident in the greater attractiveness of these two campuses.

Equipment.—The figures for equipment are given as cost figures by Waterloo and in all other cases they represent inventories or estimates. The largest item in this section, including books, furniture, apparatus, machinery, and tools, might be expected to be the books in the main and departmental libraries. Only at Midland, Newberry, Muhlenberg, Roanoke, Waterloo, and Collegiate is it the largest item. At Muhlenberg and Roanoke it represents more than half of the total for equipment. At Carthage and Marion the books are valued at less than one-fourth of the equipment.

Real Estate Owned by the Colleges.—This item is meant to include "all real estate (including buildings) owned by the college as an investment of endowment funds." This item does not include any buildings listed under physical plant. It is evident from this column that the trustees of the Lutheran colleges have not favored buying real estate and buildings as investments. Some of the property in this item is owned in the cities in which the colleges are located; in fact, this is practically the only type of real estate owned (except in the case of Carthage, which has three farms). Since it involves the duties and risks of landlordship to manage such property, the trustees are wise not to go into this form of investment more heavily than they have.

Stocks.—It is equally clear that stocks are not in favor with these colleges as investments for endowment funds. In certain instances stocks have been donated to the colleges and are carried oftentimes without any regular returns. Stocks are generally conceded to be undesirable investments for endowments since they are "not underlying securities and the income which they yield is subject to fluctuations." Stocks require more constant attention on the

part of the investment committee of the trustees; and since these committees usually do not meet frequently, the college may lose some of its endowment because of changes in the value of the stock which it holds. In all cases where stock is held it should be carried on the books at its cost price or, if a gift, at its estimated value at the time it is received; and should not be given a changed value as it appreciates or depreciates until it is actually disposed of by the college, at which time the endowment account should be adjusted to care for the loss or gain.

Lenoir Rhyne is the distinct exception among these colleges in the matter of investments in stocks since it reports $194,100 in stocks as well as $26,500 in personal notes secured by mill stock at 3 to 1. At the time the college was visited the statement was made that several lots of this stock were practically worthless, that it was not producing any income and in certain instances had become a liability since property had to be taken over and cared for, insurance carried, and allowance for depreciation made. In some cases this stock was given to the college. In such cases it puts upon the trustees the responsibility of deciding whether the stock or property should be held and the extra expenses paid from the other incomes of the college, or whether the loss will be accepted and the amount which was added to the endowment at the time of the receipt of the stock be deducted from the present total.

Bonds.—With the exception of Gettysburg and Thiel, those in charge of the investment of endowment funds for these colleges do not approve of bonds as endowment investments. In these two institutions the bulk of the endowment is invested in bonds. A large percentage of the bond investments of Gettysburg bear rates of 6 per cent and more. Only $13,334.50 (book value) return less than 5 per cent. In all cases where endowment is invested in stocks or bonds the statements of endowment should be in terms of the actual cost to the college. The endowment should be a fixed one, and, as far as possible, an irreducible sum. It is unsound to have it fluctuate as a result of each day's trading on the stock market. Bonds owned by a college should be under close and constant observation, carefully prepared reports being made to the investing committee of the trustees at given intervals, at least once each month, giving the present status of the bonds held by the college. Whenever the financial soundness of any

company whose bonds are held by the college is questioned, the trustees should decide as soon as possible whether to hold or dispose of these holdings.

Mortgages.—It is evident that a first mortgage on real estate is the approved form of investment for these colleges. Two-thirds of all the endowment reported for the fourteen colleges is invested in mortgages. Of these, 80.2 per cent yield 6 per cent or more. They apparently have been handled with such care that there is practically no reported loss from poor investments and very few cases of foreclosure. In the examination of the financial records of the boards of trustees during the visits a few instances of careless handling and questionable practices were discovered, but in practically every instance they were due to peculiar personal situations or thoughtlessness. In no case, so far as could be discovered, was there any evidence of dishonesty. The principal dangers in this matter are usually of four kinds: (1) investment of endowment with members of the board of trustees or with any business with which board members are associated; (2) hypothecating endowment funds for new buildings or current expenses; (3) use of endowment for current expenses; and (4) borrowing money with the college plant as security for current expense deficits. Instances of all of these practices were discovered in one or more cases. As was indicated earlier in this section the financial situation at Lenoir Rhyne is very much involved. There are numerous financial dealings with trustees, and the assets of the college are being used as security for large loans on the three new buildings. The financial situation of this college at the present time is not as favorable as the totals in Table 165 would indicate.

At Susquehanna a policy of having the president of the college or the members of the board of trustees endorse notes of the college for deficits on current expenses has been abandoned and all such notes are now handled by the college as a corporation. The college has established an increasing indebtedness which has been met by interest-bearing notes. The interest must come from the already insufficient earnings.

The trustees at Muhlenberg have borrowed money to complete the two new buildings because not enough of the pledges have been paid. No endowment has been hypothecated since the notes are secured by the property, but, of course, the earnings from the present endowment will be drawn upon to pay the interest on the

borrowed money and also a part, at least, of the increased operation and maintenance cost of the additional buildings.

At Susquehanna, Muhlenberg, and Carthage instances were found where small sums of money had been loaned by the colleges to trustees. In all cases the loans were amply secured by mortgages on property. Even though this is so, it is an undesirable practice and colleges should have definite rules in their by-laws to prevent it. Of the nine colleges which answered the question on this matter five state that they have such rules. The establishment of a rule prohibiting such practices is the simplest way to prevent embarrassment to the college and to the trustees.

Another noticeable fact about the mortgages held by the Lutheran colleges is the small amounts of the individual loans. The typical mortgage loans are $1,000 and $2,000.

Personal Notes.—Fortunately very little of the endowment of Lutheran colleges is invested in personal notes. In practically all cases the notes are secured either by collateral or by endorsement. Lenoir Rhyne has more of its capital in this form than any of the other colleges, and at the present time a personal note for $24,000 is being paid by the endorsers because of the bankruptcy of the maker. Even if the college does not lose its principal or interest in such a transaction, it must lose a certain amount of good will from those who are obliged to pay the note.

Other Assets.—Under this heading come such items as: (1) cash awaiting investment as endowment; (2) cash for use other than as endowment; (3) notes receivable; (4) accounts receivable; (5) accrued interest not collected; (6) supplies, etc. In all except in one or two instances the amounts reported under these items are not particularly significant. At Lenoir Rhyne this is the largest item in their reported endowment and contains "straight endowment notes $36,000; pledges $120,000, and building fund notes for $233,000," making, with other notes receivable of $6,200, a total of $395,200 of the endowment which has not yet been actually received by the trustees.

The practice of lending endowment funds to individuals has been followed at Lenoir Rhyne. In all cases the transactions were approved by the trustees, but several were reported which would not be generally considered as businesslike handling of college endowment funds. Such funds should be placed in the same conservatively safe forms of investments as those prescribed for trust

funds. In several instances these dealings have involved members of the board of trustees, or their relatives or business associates, and benefactors of the college; and as previously stated, such transactions very often lead to embarrassment of all parties involved. In several instances Lenoir Rhyne has been compelled to accept property or stock as security for notes which the trustees would not have purchased outright as desirable investments. For the fiscal year ending 1927, Lenoir Rhyne reported assets which totaled $787,300 exclusive of the buildings, campus, and equipment. The reported earnings from productive funds of $31,209 for that year would be less than an earning of 4 per cent on the endowment, while all the investments are listed at 6 per cent or more. This sum is a 6 per cent earning on only $520,150, instead of on $787,300. This is an illustration of what may be expected when non-income-producing investments are continued as endowment. It gives a wrong impression of the financial well-being of the college and indicates lower earnings on the endowment.

In Carthage and Muhlenberg the largest items listed are for "accrued interest not collected." If this interest is on regular endowment investments, it may be the accumulation of interest not yet due, since it does not seem that as much interest as $15,000 and $13,575 should remain uncollected. If, on the other hand, this is uncollected interest on uncollected pledges, it is doubtful that the item should be continued as an asset. In the total of $52,752.45 for this item in the Marion report, $50,000 is for "notes receivable," probably resulting from the recent campaign. Such items should not be counted as part of the endowment of the college until the notes are actually paid. An attempt would have been made to remove these items from the totals in Table 165 except that there are so many other variables in the figures as reported it was considered best to give the figures just as they were sent in by the colleges on the blanks furnished.

At this point in this chapter it is desirable to make some generalizations with regard to the assets of these colleges and particularly with regard to their handling of endowments. The discussion of endowments in Mr. Arnett's book on *College and University Finance* (Chap. IV) should be read and studied by all college trustees and by all officers who have anything to do with the handling of college funds. Some of the desirable practices which he recommends have already been quoted in this report.

From the data sheets returned by the business managers and from our visits to the institutions the following general criticisms seem justified:

1. In campaigns for additional support there has not been enough definiteness with regard to the purposes for which the money was to be spent. For instance, in most of the campaigns, it should have been stated that the money was to be used to pay the expenses of the campaign, reduce outstanding indebtedness, build certain buildings, and add to the endowment. Better practice would provide for all expenses of a campaign before it is launched.

2. All assets should be carried at cost. Each college should have a statement of replacement value on buildings for purposes of determining insurance, and a statement of present market value which will furnish the trustees with information to be used in controlling investments. Every college should have all three of these statements. Very few of this group do have them, or there would be no reasonable explanation for their failure to answer questions with the requested information.

3. There is, in general, not enough diversification of investment of endowment funds. Only two of the colleges have any significant proportion of their endowment invested in bonds, and they have gone to as great an extreme in this type of investment as the other colleges have in the case of first mortgages on real estate. Not enough attention has been paid to this matter even within any one class of investments. For example, there is need for discriminating diversification of investment among the first mortgages; they should not be confined, as at present, almost entirely to farm property or to city property in the city in which the college is located. Trustees could well have an agreed-upon ratio which would be used as a guide in spreading their investments in a way to prevent the crippling of the institution by an unexpected financial depression in any one major field of our industrial life.

4. More adequate provisions should be made to guarantee a more frequent evaluation of the securities held by the colleges. Six of the eleven colleges reporting, state that there is no person charged with watching for fluctuations and depreciation of investments.

5. There should be more careful supervision by the college of the insurance element in all mortgages in which money is loaned

on improved property. In several instances this matter was left to the insurance companies. It should, however, be constantly checked by college officials. This is done very satisfactorily at Roanoke.

6. There should be much greater uniformity in business procedure in this group of colleges, if they are in any real sense to remain a group. Comparisons cannot now be made as to financial standing or for purposes of assistance because the reports are so varied. Desirable uniformity should include, in addition to the suggestions given in the above points, agreement on the method of reporting:

a. Student enrollment.
b. Depreciation in equipment.
c. Unpaid pledges.
d. Distribution of expenditures.

7. In most cases more use should be made by the trustees of professional advice in the placing of their investments. Seven of the ten colleges answering report that no such advice is obtained. The three reporting the use of such advice secure it from bank officials and real estate men and in one case from the county appraiser.

8. All officials charged with responsibility for investing endowment funds should be required to give bonds in large enough amounts adequately to protect the college as well as the individual. Only five of the nine colleges answering the question on this point require such bonds, and the bonds range from $5,000 to $100,000 with a median of $30,000.

9. The investment of endowment in personal notes should be discouraged if not prohibited, even though the notes are endorsed. No endowment money should be loaned to trustees or to anyone else connected with the college.

Liabilities

The liabilities of the Lutheran colleges as reported at the close of the fiscal year ending in 1927 are given in Table 166. This is for the same year as the data on assets in Table 165, and the totals in Table 166 should be deducted from those in Table 165 to secure the most accurate figure now available for the present financial resources of each college.

Mortgages Outstanding.—Outstanding mortgages are given in the second column of Table 166 and in practically every case represent money borrowed for the erection of some of the present buildings. At Carthage there is a 6 per cent mortgage for $22,500 on Denhart Hall due in 1930. At Lenoir Rhyne the college property is mortgaged for $200,000 borrowed for the erection of the new buildings. At Midland the principal item is $69,100 of an $80,000 bond issue for which the college property was mortgage security. The $130,000 mortgage against the Newberry plant has recently been assumed by the South Carolina Synod. This is primarily a bookkeeping adjustment which still leaves the physical plant of the college security for the payment of the bonds. It does give the holders of the bonds some additional security since the South Carolina Synod represents a larger financial backing for the bonds issued than is represented by the college alone. Waterloo's property is mortgaged for $42,800, which very materially reduces the capital which the trustees of Waterloo actually have invested in the plant. Roanoke College holds a $25,000 mortgage on the Marion property. The lending of college endowment to other colleges or to church congregations, as was done at Roanoke, Susquehanna, and Lenoir Rhyne is not considered a desirable investment for endowment capital.

Notes Outstanding.—The notes outstanding against the colleges are given in the third column of Table 166. The relatively large amount at Carthage is caused by a note for $85,000 held by one of the banks, issued to cover accumulated deficits, and by a note for $26,000 borrowed from the new campaign fund. All of this indebtedness had to be paid or provided for in order to complete successfully the recent drive for endowment at Carthage. If any of the money borrowed from the campaign fund was used to defray current expenses, the transaction must be very carefully safeguarded; otherwise part of the money contributed for permanent endowment may become a mere bookkeeping entry in which the earnings of the remainder of the endowment are decreased by the interest charge for the funds already spent.

Midland is paying 7 per cent interest on over $33,000 in outstanding notes to local banks. Susquehanna is paying interest at 6 per cent on $49,000 in notes held by local banks and advanced in most cases to meet deficits in current expenses. The same situation exists at Thiel, Wittenberg, Roanoke, and Collegiate.

TABLE 166

Liabilities and Funds of Lutheran Colleges at Close of Fiscal Year Ending in 1927

College	Liabilities				Funds			
	Mortgages Outstanding	Notes Outstanding	Accounts Payable by College	Total for Each College	Endowment or Permanent Funds	Endowment Subject to Annuities	Current Funds	Total
Carthage	$ 28,626.00	$112,200.00	--	$140,826.00	$585,747.60	$ 19,400.00	--	$605,147.60
Gettysburg	--	--	--	--	784,923.49	43,500.00	--	828,423.49
Lenoir Rhyne	200,000.00	12,469.00	--	212,469.00	453,000.00	--	--	453,000.00
Midland	87,894.86	33,300.00	$ 8,574.13	129,768.99	180,252.02	5,500.00	$2,686.19	188,438.21
Newberry	*130,000.00	--	500.00	130,500.00	†160,205.85	--	2,000.00	162,205.85
Susquehanna	16,000.00	49,000.00	8,559.17	73,559.17	--	38,900.00	--	38,900.00
Thiel	4,000.00	12,900.00	49,071.11	65,971.11	115,462.94	5,800.00	--	121,262.94
Wittenberg	--	62,000.00	15,738.00	77,738.00	‡ --	253,000.00	--	253,000.00
Muhlenberg	61,800.00	290,000.00	13,952.42	365,752.42	**80,000.00	64,700.00	--	144,700.00
Roanoke	--	15,000.00	7,087.58	22,087.58	631,462.27	5,100.00	2,091.88	638,654.15
Waterloo	42,800.00	9,900.00	--	52,700.00	--	--	--	--
Hartwick	--	--	--	--	--	--	--	--
Collegiate	--	20,000.00	--	20,000.00	5,375.04	--	--	5,375.04
Marion	35,000.00	531.27	--	35,531.27	--	--	--	--

* Assumed by South Carolina Synod.
† Small amount restricted to scholarships. Remainder used for current expenses of college.
‡ Not yet available.
** Gifts too numerous to give in detail. Represents two largest gifts. Represents receipts for this year, not total.

Muhlenberg is securing its money at 5 per cent. This was borrowed to complete work on the two new buildings, inasmuch as the pledges in the recent campaign were not paid fast enough to maintain construction.

Accounts Payable.—The figures in the fourth column of Table 166 give the accounts payable by the college at the end of the year. These figures are not noteworthy except in the case of Thiel, where the amount seems unduly large in proportion to the other items for the college.

The totals of the liabilities for all the colleges amount to about one and a third million dollars or approximately a tenth of the entire assets of these colleges. In some cases indebtedness has been incurred largely on faith in the future of the college. If the colleges are to depend upon gifts and donations for their expansion and for new buildings, it would seem a better policy for them to live more nearly within their incomes and to build as money is made available instead of decreasing the effectiveness of present endowment by forcing it to pay interest on capital outlay rather than to be used as it was intended for the current expenses of the college. Gettysburg's record, as shown in Table 166, is an enviable one and deserves emulation.

Funds

Endowment Funds.—In this section of the data blank the business managers were asked to report endowment funds in terms of the sources from which the funds were received, but the request was so varyingly interpreted that little can be obtained from the answers to justify tabulating them. It is noticeable in several of the colleges that large percentages of the support have been derived from some one interested supporter. This is particularly true of Carthage, where Mr. H. Denhart has contributed more than one-half of the present endowment and, in addition, has made possible the erection of Denhart Hall, the girls' dormitory and the best building on the campus. It is equally true of Lenoir Rhyne, where Mr. D. E. Rhyne has been the most generous benefactor and is the man for whom the college was recently renamed. In the other colleges, with the exception of Thiel, the endowments have all been secured from campaigns and numerous small gifts. An exception must be made in such cases as Roanoke and Carthage, where the General Education Board has contributed.

Annuities.—The colleges report the receipt of endowment subject to annuities as follows: Carthage, $19,400; Gettysburg, $43,500; Midland, $5,500; Susquehanna, $38,900; Thiel, $5,800; Wittenberg, $253,000; Muhlenberg, $64,700; and Roanoke, $5,100. With the exception of Wittenberg these are not very significant sums. It is, however, a method of securing support which is being more widely advertised by some of the college presidents interviewed in this study. It is well to voice the caution here that it is oftentimes a very uncertain asset and cases are not infrequent where such annuities have been liabilities for the colleges. In general, colleges should not agree to pay any more than the earnings of the annuity fund. They should also keep the fund separate and should charge all payments in excess of the earnings against the principal before it is added to the endowment at the death of the annuitant. If colleges agree to pay more than the earnings of such funds they are competing with regular life insurance and annuity companies which can pay larger annuities than the college can since their payments are based on the assumption that both the interest and the principal will be exhausted during the expected life of the annuitant. On the other hand, the college is interested in having the principal left intact, in order that it may in time be added to the endowment of the college. Some examples of annuities which will illustrate certain elements to be avoided in such future agreements are presented from the different colleges.

a. An annuity paying 8 per cent when the average earning of the college endowment is 6 per cent.
b. Acceptance of a residence subject to tenancy by owner with taxes, insurance, repairs, etc., to be paid by the college.
c. An annuity paying 10 per cent when the average earning is about 6 per cent.

In the main the annuities have been conservatively rated. At Wittenberg where the largest amounts are in this form, $1,000 pays 7 per cent, $81,000 pays 6 per cent or 6½ per cent, and $171,000 pays 5 per cent. If the average earnings for Wittenberg's endowment investments can be kept closer to 6 per cent than to 5 per cent, it is possible that these annuities may be slight assets during the period they are being paid. At least they may pay for the extra clerical work which they require.

Receipts

Receipts for the Fiscal Year Ending in 1927.—In this section the sources of receipts for the year under study as well as the relative amounts obtained from each source will be shown. The summary table of receipts by colleges (Table 167) will indicate the extent to which the several institutions are self-supporting and the amount of direct aid received by each. Considering the fact that these are all church colleges, one is impressed with the smallness of the amount received directly from religious bodies. This is particularly noticeable after talking with certain representatives of various supporting synods where the impression was given that the synods were carrying a large part of the load in the support of certain colleges. The direct gifts from religious bodies, including the Board of Education of the United Lutheran Church, amounted to only 8 per cent of the total receipts for the year for these colleges. An analysis of Table 167, however, will show that it is a more important factor than 8 per cent would indicate. In the first place, most of the receipts from operation of the college are gross, not net, receipts. This is particularly true of the receipts from the dormitories and dining rooms which make the totals larger than they would be if only current expenses for instruction and administrative overhead were involved. In the second place, the year was somewhat unusual in the number of endowment campaigns which were being conducted and which made the receipts from individuals and organizations higher than for most years. This is particularly true in the case of Roanoke. If deductions could be made for these two factors, the amount of money received directly from church organizations would probably be more than 10 per cent or 12 per cent of the total expenses of these colleges but less than that if the colleges were supported as adequately as is desirable for high grade college work in all institutions. The amounts given directly to the colleges by the supporting synods and the Board of Education of the United Lutheran Church, as reported by the business managers, are shown in Table 168.

Several interesting observations may be made from Table 168. The contributions from the Board of Education of the United Lutheran Church constitute only a little over one-fifth of the direct church help. There are noticeable differences in the degrees of church support. Gettysburg and Roanoke receive no direct church support except from the Board of Education, while Waterloo, one

TABLE 167

Receipts of Lutheran Colleges for the Fiscal Year Ending in 1927

According to the Amounts and Percentages Received from Four Principal Sources

College	Amounts					Percentages			
	Receipts from Religious Bodies	Receipts from Individuals, Etc.	Receipts from Productive Funds	Receipts from Operation of College	Total	Per Cent Received from Religious Bodies	Per Cent Received from Individuals, Etc.	Per Cent Received from Productive Funds	Per Cent Received from Operation of the College
1. Carthage	$ 4,080.80	$ 1,217.16	$29,298.08	$ 96,014.99	$130,611.03	3.1	.9	22.3	73.3
2. Gettysburg	875.00	52,013.40	47,471.06	196,256.44	296,615.90	.3	17.6	16.0	66.1
3. Lenoir Rhyne	3,325.00	28,495.00	31,209.00	84,402.00	147,431.00	2.2	19.3	21.2	57.3
4. Midland	19,511.65††	39,468.49*	6,924.61	87,184.94	153,089.69	12.7	25.8	4.5	57.0
5. Newberry †	5,190.62	--	6,606.18	44,858.12	56,654.92	9.2	--	11.6	79.1
6. Susquehanna	6,500.00	--	19,021.00	85,705.53	111,226.53	5.8	--	17.1	77.1
7. Thiel	19,560.41	1,309.64	7,121.58	61,253.23	89,244.86	21.9	1.5	8.0	68.7
8. Wittenberg	19,381.82	70,610.49	84,067.25	341,768.60	515,828.16	3.7	13.6	16.3	66.4
9. Muhlenberg	17,508.33	135,466.14‡	55,315.06	139,624.74	347,914.27	5.0	38.9	15.9	40.1
10. Roanoke	3,000.00	321,495.68	22,772.39	74,166.33	421,434.40	.7	76.3	5.4	17.6
11. Waterloo	19,316.33	526.26	--	3,724.00	23,566.59	81.9	2.2	--	15.8
12. Hartwick	--	--	--	1,020.00	1,020.00	--	--	--	--
13. Collegiate	2,291.63	1,000.00**	--	28,556.19	31,857.82	7.2	3.1	--	89.8
14. Marion	--	--	--	24,799.59	24,799.59	--	--	--	--

* Pledges to Appeal Fund and new girls' dormitory.
† Includes Summerland.
‡ Bulk of this collected in Million Dollar Campaign—restricted to building.
** Gift—for science laboratory.
†† Includes $1,013.83 for Seminary.

TABLE 168

SUPPORT RECEIVED BY EACH COLLEGE FROM THE BOARD OF EDUCATION AND FROM SUPPORTING LUTHERAN SYNODS FOR THE FISCAL YEAR ENDING IN 1927*

COLLEGE	SOURCES OF RECEIPTS		
	Board of Education of the U. L. C.	Supporting Synods	Total
Carthage	$ 2,700.00	$ 1,380.80	$ 4,080.80
Gettysburg	875.00	--	875.00
Lenoir Rhyne	1,325.00	2,000.00	3,325.00
Midland	5,499.97	12,997.85	18,497.82
Newberry and Summerland	3,300.00	515.62	3,815.62
Susquehanna	--	6,500.00	6,500.00
Thiel	1,650.00	17,910.41	19,560.41
Wittenberg	1,125.00	18,256.82	19,381.82
Muhlenberg	875.00	16,633.33	17,508.33
Roanoke	3,000.00	--	3,000.00
Waterloo	2,500.00	—	19,316.33
Collegiate and Mont Amoena	2,291.63	--	2,291.63
Marion	--	--	--
Totals	$25,141.60	$93,011.16	$118,152.76

*As reported by the business managers.

of the smallest of the colleges, receives next to the largest amount directly from church bodies. It should be said in this connection that Waterloo has no endowment; so direct church support must be considered as taking the place of endowments which are obtained from various sources for the colleges in the United States.

Table 169 gives the contributions of the Board of Education of the United Lutheran Church to the colleges and junior colleges for the years 1920–1926. The direct help to the colleges from this source has varied from $66,183.42 in 1920 to $36,920.79 in 1925. When the total situation is considered, it is clear that these sums are relatively insignificant. The median total amount has been about $50,000, which represents the income on only about $850,000 at the rate of interest at which most of the colleges are placing their endowments. It represents only about 2½ per cent of the total receipts for the fiscal year ending in 1927, as shown in Table 167; whereas the amount contributed, as shown in Table 168, would be only half of that percentage. From the standpoint

of the total situation in the Lutheran colleges, the direct financial assistance from the Board of Education of the United Lutheran Church represents at most an item of 2 to 3 per cent of the yearly income, and therefore is not nearly so financially important as are the fluctuations in the enrollment which any of the colleges may have from one year to the next.

When the situation is considered from the standpoint of individual colleges, the story is very different. An allotment of $12,000 to Midland represents from 8 to 10 per cent of its annual receipts, and an allotment of $2,916.67 to Waterloo is from 12 to 15 per cent of its annual receipts. It is obviously unwise to make such figures as these the basis for distributing aid, since a sum of money given a smaller college will be a larger percentage of its annual receipts and will create the impression that more assistance is being given. Some of the colleges thus helped may be small because of poor location or inferior work; and no real gain is made in helping them since the amount is not large enough to make them efficient. In cases of colleges which are just starting, however, and which do not have adequate financial support, gifts of a few thousand dollars may mean the equivalent of the income on more than their total endowment.

It would seem clear, then, that if the amount of money at the disposal of the Board of Education of the United Lutheran Church for higher education is to remain as small as it has been, it is unwise to spread it more or less evenly among the colleges. Instead it should be put where deserving institutions or movements need encouragement and where it will be relatively more effective. On the other hand, it is generally good business to invest, when possible, in successful, "going" concerns. For this reason, if the Board of Education of the United Lutheran Church wishes to assist its more successful colleges by any form of financial subsidy, it will need to have at its disposal very greatly increased resources in order to make significant any assistance it may render. Help of this kind should be enough to make possible the offering of certain lines of work or certain definite extensions of existing lines which would not be possible without such assistance.

Receipts from Individuals.—This column in Table 167 is significant only in its variations and these variations are caused almost entirely by the endowment or building fund drives which were being conducted. At Roanoke and Muhlenberg the amounts are

the largest in this item. At Roanoke the endowment campaign was successfully closed; $148,048.81 of the $321,495.68 was received from the General Education Board and $164,785.37 from the campaign fund. At Muhlenberg $108,315.91 of the $135,466.14 was from the college's "Million Dollar Building Campaign."

Receipts from Productive Funds.—These are the most sig-

TABLE 169

CONTRIBUTIONS BY THE BOARD OF EDUCATION OF THE UNITED LUTHERAN CHURCH OF AMERICA TO LUTHERAN COLLEGES FOR THE YEARS 1920 TO 1926 INCLUSIVE

COLLEGE	AUGUST 1, 1920	AUGUST 1, 1921	AUGUST 1, 1922
Gettysburg	$3,750.00	$1,875.00	$3,675.00
			20.00
Wittenberg	3,750.00	1,875.00	3,675.00
Susquehanna	3,750.00	2,250.00	3,300.00
		25.00	
Elizabeth	3,750.00	3,000.00	4,050.00
	8.00		
Newberry	3,750.00	3,000.00	2,550.00
Lenoir Rhyne	3,750.00	3,000.00	2,550.00
Wagner	3,750.00	3,000.00	2,550.00
Thiel	3,750.00	3,000.00	2,550.00
	175.00		
Roanoke	3,750.00	3,750.00	1,800.00
	5,034.00		
Muhlenberg	3,750.00	3,625.00	4,675.00
	4,583.31	1,374.99	2,291.66
Midland	8,666.64	8,125.00	4,999.99
	41,000.00	3,000.00	2,000.01
Carthage	2,916.66	5,625.00	3,525.00
	2,083.31	1,541.65	375.00
Waterloo	1,000.00	1,658.32	1,341.65
	50.00	50.00	
Weidner	833.30	1,083.31	966.84
Marion	833.30	1,083.31	1,299.98
Mont Amoena	833.30	1,249.98	799.99
Summerland	833.30	1,249.98	--
Collegiate	833.30	1,583.31	466.66
Total colleges	$62,016.92	$49,774.96	$45,928.31
Total junior colleges	4,166.50	6,249.89	3,533.47
Total	$66,183.42	$56,024.85	$49,461.78

TABLE 169 (*Continued*)

College	August 1, 1923	August 1, 1924	July 1, 1925	July 1, 1926
Gettysburg	$1,500.00	$2,100.00	$1,050.00	$2,400.00
		146.00		
Wittenberg	1,500.00	2,100.00	1,050.00	2,400.00
Susquehanna	1,500.00	2,100.00	1,050.00	2,400.00
Elizabeth	--	--	--	--
Newberry	3,000.00	4,200.00	3,000.00	3,900.00
Lenoir Rhyne	1,800.00	1,800.00	1,350.00	2,100.00
Wagner	2,083.33	2,916.67	1,874.99	2,916.66
	10.00		25.00	
Thiel	1,500.00	2,100.00	1,050.00	2,400.00
Roanoke	2,500.00	3,500.00	2,750.00	3,000.00
Muhlenberg	1,500.00	2,100.00	1,050.00	2,400.00
Midland	12,000.00	12,000.00	11,000.00	12,000.00
	163.33			
Carthage	4,166.61	5,833.39	3,749.98	5,833.32
	20.00			50.00
Waterloo	2,083.33	2,916.67	1,874.98	2,916.64
	1,426.49	693.17	914.20	1,002.66
Weidner	833.33	1,166.67	833.33	1,083.32
	9.00			
Marion	2,083.33	2,916.67	208.33	2,291.67
Mont Amoena	833.33	1,166.67	833.33	1,083.32
Summerland	1,500.00	2,100.00	1,650.00	1,800.00
Collegiate	1,999.99	2,000.00	1,666.65	2,165.65
Total colleges	$36,753.09	$44,530.90	$31,729.15	$45,719.28
Total junior colleges	2,258.98	9,350.01	5,191.64	8,423.96
Total	$44,012.07	$53,880.91	$36,920.79	$54,143.24

nificant data in Table 167 since they show the actual amounts which each college received from this source and also the relation of the receipts from this source to the total receipts from all sources.

The actual receipts from productive funds show the part of the college income which can be counted upon as a certainty from year to year and which, in a way, is its margin of financial stability. Regular receipts from supporting religious bodies and the income from endowment should represent from 40 per cent to 50 per cent of the total annual current expenses. It is easy to see by comparing the income from these sources with the current expenses listed in Table 165 that in only two cases does this income equal

or exceed 40 per cent of the current expenses. The colleges in which the endowment earnings are sufficient to do this are Lenoir Rhyne and Wittenberg.

The receipts from productive funds vary in the colleges from nothing at Waterloo, Collegiate, and Marion to $84,067.25 at Wittenberg. When these amounts are compared with the total assets, other than buildings, grounds, and equipment, a rough measure of the rate of earning of these assets is obtained. The percentages range from 3.5 per cent at Roanoke to 6.5 per cent at Gettysburg. These figures show the extreme difficulty of trying to make financial comparisons between any two of the colleges from the figures for the year studied, which was a year of endeavor on the part of many to increase their endowments. The fact that Roanoke completed its campaign drive during that year and obtained a large part of its funds too late in the fiscal year to bring in much if any interest is obviously the reason for its low ratio.

Receipts from Operation of the Colleges.—These figures, as shown in Table 167, are of general significance as totals indicating to what extent the Lutheran colleges are in reality student-supported institutions. Practically all the receipts from this source come from students, in the form of instructional fees, fees for room and board, and special fees. It was impossible to secure from most of the colleges the net loss or gain from such fees as those charged for room and board; consequently, the figure reported represents the total receipts by the college. For that reason it is not comparable to the income from productive funds which is a net income. A detailed analysis of the receipts from the operation of the college will be given in Table 170, but as shown in Table 167 one realizes that the percentage of the total receipts for the year coming from this source ranges from 15.8 per cent at Waterloo to 89.8 per cent at Collegiate. Seven of the twelve colleges for which this figure was obtained secured more than 60 per cent of the total receipts from the students. In this connection it is interesting to call attention to the percentage of receipts which come from productive funds. With the suggested standard of 40 per cent of the current expenses to be borne by the income from productive funds in mind, it is obvious that all the Lutheran colleges fall far below this. Only two of them draw more than 20 per cent of their total receipts from this source.

TABLE 170

RECEIPTS FROM THE OPERATION OF LUTHERAN COLLEGES FOR THE FISCAL YEAR ENDING IN 1927

COLLEGE	REGISTRATION AND GENERAL FEES	LABORATORY FEES	ACADEMY FEES	MUSIC FEES	EXTENSION	LIBRARY FEES	HEALTH FEES
Carthage	$ 40,164.35	$2,836.29	$ 527.00	$ 8,803.35	--	$ 141.94	--
Gettysburg	119,473.30	9,060.07	53,590.06	--	$ 480.37	--	--
Lenoir Rhyne	25,785.00	1,451.00	--	3,000.00	841.00	1,854.00	--
Midland	38,234.10	882.50	31.00	7,029.45	709.00	577.52	--
Newberry *	36,899.12	1,000.00	--	1,800.00	--	--	$ 265.00
Susquehanna	29,778.75	906.00	--	6,602.00	--	870.00	--
Thiel †	--	--	--	--	--	--	--
Wittenberg	153,963.19	7,214.00	8,340.54	22,076.68	7,598.05	4,150.00	3,896.00
Muhlenberg	77,051.21	3,888.62	--	--	45,718.47	1,909.74	--
Roanoke	34,750.64	2,545.46	--	--	--	--	--
Waterloo	2,575.00	124.00	--	--	--	80.00	--
Hartwick	96.00	--	--	--	--	--	--
Collegiate †	--	--	--	--	--	--	--
Marion ‡	24,133.36	--	--	--	--	--	--

* Includes Summerland.
† Only total amount of all fees given.
‡ Includes tuition and board.

TABLE 170 (*Continued*)

College	Athletic Fees and Gate Receipts	Fees and Payment for Rooms	Fees and Payment for Meals	Sales of books, etc.	Entertainments	Miscellaneous Sources of Income	Total
Carthage	$ 4,921.66	$ 9,606.22	$26,562.72	--	--	$ 2,451.46	$ 96,014.99
Gettysburg	220.00	12,587.65	844.99	--	--	--	196,256.44
Lenoir Rhyne	7,558.00	7,664.00	26,587.00	$ 6,298.00	--	3,364.00	84,402.00
Midland	7,691.74	5,230.16	10,874.11	5,966.74	$2,599.95	7,358.67	87,184.94
Newberry	--	3,619.00	900.00	125.00	--	250.00	44,858.12
Susquehanna	3,090.00	7,054.00	23,138.18	4,005.00	160.00	10,101.10	85,705.53
Thiel	--	--	--	--	--	--	61,253.23
Wittenberg	10,350.00	34,540.28	35,003.11	31,594.58	--	23,041.50	341,767.93
Muhlenberg	--	8,026.96	--	--	--	3,029.74	139,624.74
Roanoke	7,682.61	6,257.28	22,472.91	--	--	457.43	74,166.33
Waterloo	280.00	665.00	--	--	--	--	3,724.00
Hartwick	--	264.00	600.00	60.00	--	--	1,020.00
Collegiate	--	--	--	--	--	--	28,556.19
Marion	--	151.00	--	--	--	515.23	24,799.59

Table 170 gives a detailed distribution of the receipts from the operation of the colleges. This shows much more clearly than the total figures given in Table 167 the manner in which the students contribute toward the maintenance of the school. To a large degree this table is self-explanatory and it is of primary interest to the administrators of the individual colleges since it enables them to compare the income from these various sources for the different colleges. A few comments will be made on the figures which are considered significant from the standpoint of the total survey or of decisions with regard to the future program of higher education among the Lutheran colleges.

"Registration and General Fees": By far the most important amounts in Table 170 are those for registration and general fees since these indicate the direct contributions from the students toward the cost of instruction. By comparing the receipts from registration and general fees with the receipts from productive funds, as given in Table 167, it is seen that in every case, with the exception of Lenoir Rhyne, the income from registration and general fees greatly exceeds the income from productive funds. In some instances, such as at Midland and Newberry, the charge on the students brings in nearly six times as much as the income from productive funds. Another fact of considerable interest obtained from these figures is the wide range which must exist in the tuition and general fees charged students. For example, Gettysburg with a total enrollment for the year of 663 students receives four times as much income from this source as does Susquehanna with an enrollment of 400. Midland with an enrollment of 263 students receives more in tuition than does Newberry with 430 students. Roanoke with 258 students receives considerably more from tuition than does Lenoir Rhyne with 282 students. This would indicate that the tuition charges for registration and general fees at Lenoir Rhyne are relatively small compared with the charges at the other colleges in this group, which may also partially account for the fact that it was the one exception quoted above in comparing the student fees with the income from productive endowment.

Other variations in the table are caused by the inclusion of the academy fees for Gettysburg and Wittenberg, by the inclusion of the extension fees for Muhlenberg, by the different policies maintained with regard to board and room, and by the variations in the income from miscellaneous sources caused by the inclusion

of income from summer schools for those colleges maintaining them.

"Music Fees": The policy of charging special fees in music is uniformly followed by the Lutheran colleges. This is probably necessary since a large part of the instruction in music must be done on an individual basis. The policy seems to be to have the work handled through the college and fees paid to the college.

"Extension": Five of the colleges offer extension work, although it is not an important part of the college program except in the cases of Wittenberg and Muhlenberg. At Muhlenberg the extension work has been developed under the auspices of the college, but largely through the initiative of the teachers, many of whom earn substantial additions to their salaries by extension work for which they receive a percentage of the income from the course. Since the size of the additional salary depends upon the success of the work and the number of students in the classes, this phase of Muhlenberg's activities has been promoted with considerable zeal. That efforts were not in vain is evidenced by the total income from extension work of $45,718.47 as compared with the total from registration and general fees for regular students of $77,051.21. Strong feeling was expressed on the part of a number of instructors who were consulted regarding this matter, that the extension work is often promoted at the expense of the regular college duties. The impression was obtained that a more satisfactory arrangement would be to raise the scale of regular salaries at Muhlenberg and include certain desirable extension courses as part of the regular teaching load of the instructors in the departments concerned.

"Health Fees": The significant thing in the table dealing with this topic is the absence of such fees in all but two of the colleges.

"Athletic Fees and Gate Receipts": These items vary from $220 reported by Gettysburg to $10,350 reported by Wittenberg. Since these sums were not to be reported except as they went into the general receipts of the college, it is fair to assume that in at least eight of the colleges athletics are managed and financed as a college activity.

"Fees for Rooms and Meals": These items vary according to the extent to which dormitory and dining facilities are provided by the colleges. No information is available except through catalogue statements concerning the fees charged for room rent and board

where meals are furnished in college dining halls. Gettysburg and Waterloo do not assume, as colleges, responsibility for operating college commons or dining halls. A commons is provided at Waterloo, but it is at the present time managed by the students as a coöperative undertaking. The percentage of students living in fraternity, sorority, and boarding houses or private homes would materially affect the amount of money received from these two sources. This would account for the smaller relative income of Wittenberg and Muhlenberg.

"Sales of Books, etc.": From the income reported in this column of Table 170 it would seem that only six of the colleges assume responsibility for college bookstores. When properly managed such stores represent not only an improved service and lower prices to the students, but also a source of income to the college. The total receipts for this item vary from $60 reported by Hartwick to $31,594.58 reported by Wittenberg. No statement was made concerning what portion of these sums represented net gain to the college. It is to be expected, however, that in practically all cases this project would return to the college more than the actual cost of maintaining the service.

"Miscellaneous Sources of Income": Under the heading of miscellaneous, the only item of distinct significance is the one for $19,719.50 obtained from maintaining a summer school at Wittenberg. The item of $7,358.67 from Midland is for registration and general fees for a separate school of commerce maintained by that college.

Catalogue Statements of Fees.—The tuition and other fees charged in the colleges are shown in Table 171. The range of these charges is significant. Marion charges day students $50 per year, while the tuition at Gettysburg and Muhlenberg is $250—five times as much. Newberry, with a relatively low productive endowment per student, charges only $75 per student. This explains some of the financial limitations mentioned in this chapter. It is also significant that of the four colleges in Pennsylvania the two which charge the highest tuition are also better equipped with physical plants and productive endowments. This does not mean that the tuition charge has added to the material equipment but it does show that the better equipped colleges can secure a larger tuition from students.

It is evident from studying the situation presented in Table 171

that in no case are the students bearing the full cost of their instruction. (A possible exception might be Collegiate, but on a very limited curricular offering.) It is also evident that there is a very general tendency on the part of these colleges to add extra fees for laboratory and special work and to make charges for a number of special services, some of which might better be included in the general tuition since they affect all students and do not represent special services to individuals. This would reduce bookkeeping.

General Practices with Regard to Receipts.—A number of questions were asked concerning practices in securing and handling receipts by the colleges. According to the answers to these ques-

TABLE 171

GENERAL AND SPECIAL FEES CHARGED IN LUTHERAN COLLEGES AS SHOWN IN THE 1926–27 CATALOGUES

College	Annual Tuition	Laboratory Fees											General Fees										
		Range of Fees	Biology	Botany	Chemistry	Engineering	Home economics	Physics	Physiology	Surveying	Others	Change in program	Graduation	Late registration	Locker	Matriculation	Medical	Property	Special budget	Special examination	Student activities	Transcript	Others
Carthage	$160	$1– 8[a]	×		×		×	×		×		×	×	×		×				×		×	
Gettysburg	250[b]	5–20	×	×	×	×		×		×	[c]					×							
Lenoir Rhyne	120	5–16	×		×			×					×							×			
Midland	160	3– 8	×		×		×	×			[d]	×	×	×	×	×				×			•
Newberry	75	2– 5[a]	×		×			×			[f]		×				×				×		
Susquehanna	160	[g]	×		×								×					×	×			×	[h]
Thiel	175[i]	7.50[a]	×		×			×				×	×	×		×				×			[j]
Wittenberg	200[k]	5		×	×	×	×	×			[l]	×	×			×	×		×	×			
Muhlenberg	250	4–20	×		×			×							×	×					×		
Roanoke	150[m]	5[n]											×	×				×		×	×		
Wagner	125	2[o]																×			×		
Waterloo	70	4– 5			×								×			×		×		×			[p]
Collegiate	100[q]	[r]																					[r]
Marion	50[q]	4– 5			×			×	×				×	×						×			[s]

[a] Per semester.
[b] $7.00 per semester hour in excess of 16.
[c] Bacteriology, mineralogy, zoölogy.
[d] Geology.
[e] General, laundry.
[f] Electricity.
[g] $1.00 per hour per week.
[h] Athletics.
[i] $6.00 per hour over 17.
[j] Library, registration.
[k] $6 per point over 18.
[l] Drawing, education, mathematics, psychology, zoölogy.
[m] $5.00 per hour per semester.
[n] All sciences.
[o] For all students.
[p] Athletics, library.
[q] Day students' rate.
[r] No laboratory fees or special fees.
[s] Library.

tions, systematic and continuous efforts are being made by more than half of the colleges to solicit gifts and bequests from alumni and friends of the college. Five of the colleges report the use of field agents for the purpose of increasing the support of the college, while two of them have employed commercial collecting agencies.

There is variety of practice with regard to the college official responsible for collecting student fees. In five colleges it is the college treasurer; in two, the president; in two, the bursar; in one each the business manager, executive secretary, cashier, and registrar. Twelve colleges report that student fees are collected in advance, while this is not the practice in one institution. All fourteen of the colleges allow students to defer the payment of fees, this privilege being granted by the presidents of six colleges, the treasurers of five, and the business manager of one. The privilege of deferred payment is granted in two institutions with the parents' assurance that the fees will be paid, while eight of the remaining colleges accept an endorsed note for the unpaid portion. There is a variety of practice with regard to the maximum length of time for which this type of credit is granted. One school allows only sixty days, while another allows until graduation. Ten of the schools report that there is some loss from failure or inability to collect deferred fees, while two schools report no such loss. The amount of this loss varies in the schools reporting it from $100 at Roanoke to $4,000 at Newberry. Nine of the colleges report that fees differ in amount for students who pledge themselves at the time of registration to enter religious work. Five of the colleges make no difference for these students. The amount of this reduction as reported is one-half of the tuition in Lenoir Rhyne, Midland, Newberry, and Collegiate; $100 and up at Muhlenberg; $60 at Hartwick; $37.50 at Roanoke; $25 per semester at Carthage; $25 per year at Gettysburg. One hundred seventy-two students were reported to have made these pledges and received reductions in their tuitions. Six of the colleges report that the difference in fees is collected in the event that the pledge to enter religious work is broken. Three schools report that fees in this case were not collected. The number of such pledges broken and the percentage of returnable fees not collected are reported as negligible. Six schools report a total of 263 students admitted on scholarships without the payment of fees during the last fiscal

year, while five schools report that no students were admitted on this basis. Eleven schools report that various fees are waived, reduced, or modified for students other than those who intend to enter religious work. Types of students receiving these considerations and the colleges reporting each type are as follows: (1) minister's children (in most cases restricted to Lutherans)—Carthage, Lenoir Rhyne, Midland, Susquehanna, Thiel, Wittenberg, Muhlenberg, Roanoke, Waterloo, and Collegiate; (2) children of staff members—Carthage, Midland, Susquehanna, and

TABLE 172

RECEIPTS FROM PRODUCTIVE FUNDS FOR THE LUTHERAN COLLEGES OVER A FIVE-YEAR PERIOD

COLLEGE	YEAR				
	1922–23	1923–24	1924–25	1925–26	1926–27
Carthage	$15,675.83	$23,495.64	$25,334.90	$29,087.07	$29,298.08
Gettysburg	not available	41,398.00	47,066.60	49,737.49	47,471.06
Lenoir Rhyne[1]	8,277.31	13,420.66	20,164.27	21,055.71	31,209.00
Midland[2]	7,243.58	6,470.26	8,668.73	10,422.08	6,924.61
Newberry[3]	9,078.49	7,310.95	10,268.97	7,863.30	6,606.18
Susquehanna[4]	9,559.31	12,105.17	12,470.21	13,579.23	19,021.00
Thiel	8,204.60	8,847.05	8,115.25	8,688.74	7,121.58
Wittenberg	--	25,532.00	40,589.33	72,533.42	84,067.25
Muhlenberg	27,075.38	28,887.12	37,596.45	46,778.08	55,315.06
Roanoke	9,245.40	9,654.15	11,751.28	11,773.87	22,772.39
Waterloo	--	--	--	--	--
Hartwick	--	--	--	--	--
Collegiate	175.00	175.00	175.00	175.00	--
Marion	--	--	--	--	--

[1] General fees includes academy fees.
[2] Year 1925–26 includes from June 1, 1925, to August 31, 1926.
[3] Figures for general fees for 1926–27 include Summerland fees and board.
[4] Data not returned in form to get general per cents.

Wittenberg; (3) worthy and needy students—Muhlenberg; (4) honor students from high schools—Carthage; (5) athletes—Gettysburg and Collegiate.

In Tables 172, 173, and 174 are tabulated for each college the receipts from productive funds, general and laboratory fees, and total receipts for the five years from 1922 to 1927. The data in these tables are helpful in that they show certain trends over this

period, which has been a very trying one financially for these colleges as well as for many others. Table 172 dealing with the income from productive funds is significant. In most of the colleges it shows the steady growth of income which should be expected from this source. There should not be fluctuations in this income as at Midland and Newberry. It is more noticeable when the total income is small but the meagerness of the income necessitates more careful watching and the avoidance of serious fluctuations. If the income from this source had varied as much in one

TABLE 173

RECEIPTS FROM GENERAL AND LABORATORY FEES FOR LUTHERAN COLLEGES OVER A FIVE-YEAR PERIOD

College	Year				
	1922–23	1923–24	1924–25	1925–26	1926–27
Carthage	$25,699.49	$32,067.80	$32,397.01	$40,774.67	$43,000.64
Gettysburg	not available	98,661.42	113,730.63	116,644.01	128,533.37
Lenoir Rhyne	12,777.85	16,292.58	18,096.08	25,849.30	27,236.00
Midland[1]	16,132.00	18,230.00	24,222.25	35,661.02	39,116.60
Newberry	14,717.20	13,169.41	13,352.49	13,762.25	37,907.12
Susquehanna	--	--	--	--	30,684.75
Thiel	30,750.00	40,965.66	42,158.20	47,534.70	--
Wittenberg	--	96,725.00	118,007.00	122,441.00	161,177.86
Muhlenberg	26,098.66	30,191.52	45,172.34	44,893.60	80,939.83
Roanoke	15,229.99	20,307.44	22,731.46	36,333.94	37,296.10
Waterloo	--	--	--	1,935.00	2,699.00
Hartwick	--	--	--	--	96.00
Collegiate	--	--	--	--	--
Marion[2]	--	--	--	--	24,133.36

[1] Includes academy fees except in 1926–27.
[2] Includes tuition and board.

of the larger schools as it did at Midland, it would have represented a loss of over $25,000 in 1926-27 compared with the earnings of the previous year.

It is difficult to interpret the figures of Table 173 which deal with the receipts from general fees. These sums would indicate that there has been a steady growth in the number of students enrolled during this period. But this deduction cannot be drawn without taking into account the fact that these increases in tuition

receipts may have resulted from increased tuition rates, which would produce larger totals even though the student body had not increased. Statistics on the student enrollment during recent years given in the section dealing with that phase of the study show that the increased sums are, in practically all cases, the result of increased enrollments.

TABLE 174

TOTAL RECEIPTS FOR LUTHERAN COLLEGES FOR A FIVE-YEAR PERIOD

COLLEGE	YEAR				
	1922–23	1923–24	1924–25	1925–26	1926–27
Carthage ...	$98,124.92	$113,592.18	$117,526.22	$138,348.39	$130,611.03
Gettysburg .	not available	628,691.82	310,954.37	254,291.75	296,615.90
Lenoir Rhyne	53,885.90	74,967.99	87,680.85	96,461.06	147,431.00
Midland ...	85,027.73	90,044.26	109,654.04	131,162.42	153,089.69
Newberry ..	34,981.83	33,659.67	40,887.42	42,141.75	56,654.92
Susquehanna	125,626.97	133,676.99	248,002.86	203,215.56	111,226.53
Thiel	55,106.17	65,656.25	75,081.70	76,317.29	89,244.86
Wittenberg .	--	229,091.45	269,764.69	315,511.90	515,828.16
Muhlenberg	146,344.30	319,726.50	448,268.48	350,912.67	347,914.27
Roanoke ...	83,014.70	92,562.28	116,071.82	183,836.73	421,434.40
Waterloo ...	--	--	--	20,278.30	23,566.59
Hartwick ..	--	--	--	--	1,020.00
Collegiate ..	24,314.99	27,220.00	22,303.65	25,841.65	31,847.82
Marion	2,500.00	2,500.00	2,500.00	2,500.00	24,799.59

On the whole, the situation shown by the total receipts (Table 174) is good, in that it indicates a steady increase for most of the colleges. Exceptions found in the totals for Gettysburg, Muhlenberg, and Roanoke are easily explained by campaigns for increased endowment during the years when the exceptional sums were received.

Disbursements

If the disbursements involved in capital outlay for new buildings or extensive remodeling of old buildings could be removed, it should be possible to obtain comparable figures on the cost of the program of education as given in each of these colleges. A detailed statement of the disbursements for the major items of current expense is given for each of the colleges in Table 175. In

arranging the blank on which these data were to be returned it was hoped that the classifications would be so definite that figures for each item for the different colleges would be comparable. It was hoped, even, that some of these items could be reduced to similar units of cost which would be of material assistance to the administrators of these colleges in preparing their budgets. A study of the reports for this section shows again the fact that instead of dealing with a group of colleges the survey is dealing with fourteen different, distinct, individualistic institutions. The variations in the reports were the result of at least two causes. In the first place, there is not enough agreement on the terminology in this field to prevent the misunderstanding of terms used even though definitions for most of the technical terms used in this report were included. In the second place, the systems of accounting used by the colleges are so different and, in some of the smaller ones, so simple that it was practically impossible for the business managers to report the disbursements for certain items for which separate accounts had not been kept. These facts accounted for such variations in the reports as the placing of janitors' salaries under the heading of "miscellaneous items" of supplementary business operations instead of under the department of physical plant. In another instance disbursements for heat and light were placed under the heading of miscellaneous supplementary business operations instead of being made part of the charges for overhead departments. In the case of Newberry, all the disbursements for general administrative offices, with the exception of $50 for supplies, must have been charged to instruction. The figures for Susquehanna as reported place all of the disbursements for the overhead departments under the heading of general administration offices with no distribution among the offices, the library, and the physical plant. As a result of these and numerous other variations which occurred in almost every college, it is impossible to do more than make some general comparisons and to call attention to certain more desirable practices in the records of disbursements kept by these colleges.

Disbursements for Major Divisions.—By comparing the total amounts spent for instruction, coöperative and scientific services, overhead departments, and supplementary business operations—the four principal divisions of current expenses—the same variety of practices which has characterized these colleges in other financial

matters is again noticed. The percentages of current expenses which go for instruction and overhead are perhaps the two most significant percentages available from this table. In computing this percentage the supplementary and business operations are excluded from the total, since they have to do largely with activities more or less self-supporting so far as the college budget is concerned. These percentages are given in Table 178 for the purpose of more ready comparisons. It will be obvious at a glance that they have a very wide range. For instance, at Carthage, Thiel, Muhlenberg, and Roanoke approximately 60 per cent of the current expenses goes for instruction. In the cases of Thiel and Muhlenberg, the item of coöperative and scientific services is included with instruction in obtaining the percentage, since this item in these schools is for extension services and goes almost entirely to salaries. On the other hand, 85 per cent of Newberry's current expenses is listed under instruction. As has already been pointed out, this contract loses its significance because the charges for general administrative offices are included under instruction. Of Susquehanna's current expenses 75 per cent is for instruction. When the percentage of disbursements used for overhead is considered, the variation ranges from 14 per cent to 40.7 per cent. The percentages for overhead at Carthage, Gettysburg, Muhlenberg, and Roanoke are probably all higher than they were in other years because of rather large expenditures for repairs and alterations made during the fiscal year under consideration.

Some of the other significant elements in the disbursements recorded in Table 175 are the very small amounts expended on their libraries by all of these colleges, with the exception of Wittenberg. In a number of the reports the statement concerning the disbursements for the library includes no item for salary and wages, thus indicating that this was included in the instructional charges above or that there was no regular librarian in charge of the library. Even if the question of supplies alone is considered as represented by the $269 at Carthage and the $207 at Newberry, these amounts are entirely inadequate. The larger figure for Wittenberg when analyzed in more detail contains $6,554 for salary and wages and only $789 for supplies. If this means the entire money spent for books, magazines, and other library equipment, it is entirely inadequate. Roanoke spent only $182.81 of its $1,652.81 distributed to the library for supplies. There could,

TABLE 175

DISBURSEMENTS BY LUTHERAN COLLEGES FOR THE FISCAL YEAR ENDING IN 1927

ITEM	CARTHAGE	GETTYSBURG[1]	LENOIR RHYNE	MIDLAND	ROANOKE	WATERLOO	HARTWICK
A. Instruction	$52,324.27	$109,166.25	$40,471.00	$62,442.30	$42,177.89	[2]	--
a. College	44,460.63	109,166.25	36,971.00	56,508.98	42,177.89	$12,500.00	--
b. Conservatory of music	7,863.64	--	3,500.00	5,933.32	--	--	--
B. Coöperative and scientific service	--	--	913.00	283.00	--	--	--
a. Bureau of research	--	--	--	--	--	--	--
b. Extension services	--	--	913.00	283.00	--	--	--
c. Museums, galleries, etc.	--	--	--	--	--	--	--
C. Overhead departments	33,982.03	65,451.45	16,035.00	23,743.30	28,914.19	--	--
a. General administrative offices	25,024.94	31,525.29	9,671.00	11,174.27	21,750.24	--	--
b. Library	269.80	1,523.37	888.00	1,746.68	1,652.81	--	--
c. Department of physical plant	8,687.29	32,402.79	5,476.00	10,822.35	5,511.14	--	--
D. Supplementary business operations	37,700.59	36,059.61	42,516.00	29,098.52	41,328.45	--	--
a. Hospitals, infirmaries, etc.	--	--	--	--	752.41	--	--
b. Athletics	4,913.48	6,818.00	8,495.00	8,330.26	14,044.80	--	--
c. Dormitories and residence halls	--	--	4,774.00	1,678.16	3,613.12	--	--
d. Dining rooms, etc.	32,355.69	19,506.38	22,506.00	10,708.57	21,803.89	--	--
e. Store and book rooms	--	--	4,958.00	5,146.69	--	--	--
f. Entertainments	--	--	229.00	2,582.13	449.99	--	--
g. Miscellaneous	431.42	9,735.23[3]	1,554.00	652.71	664.24	--	--

[1] Academy was not included at Gettysburg; no statement on this point for other colleges.

[2] This information not available.

[3] Includes some administrative charges.

TABLE 175 (*Continued*)

Item	Collegiate	Marion	Newberry[4]	Susquehanna	Thiel	Wittenberg	Muhlenberg
A. Instruction	$13,069.51	$44,726.43	$36,604.72	$68,650.76	$40,227.57	$25,680.00	$74,386.30
a. College	13,069.51	44,726.43[7]	34,179.72	55,201.69	35,448.92	25,680.00	74,386.30
b. Conservatory of music	--	--	2,425.00	13,449.07	4,778.65	--	--
B. Coöperative and scientific service	--	--	--	--	4,429.57	6,768.00	33,410.81
a. Bureau of research	--	--	--	--	--	--	--
b. Extension services	--	--	--	--	4,429.57	6,768.00	33,410.81
c. Museums, galleries, etc.	--	--	--	--	--	--	--
C. Overhead departments	2,015.59	--	6,415.08	22,396.58	28,476.43	76,455.00	71,019.28
a. General administrative offices	[5]	--	50.00	22,396.58	12,704.61	55,993.00	13,125.00
b. Library	--	--	207.35	--	1,438.95	7,343.00	2,349.20
c. Department of physical plant	2,015.59	--	6,157.73	--	14,332.89	13,119.00	55,545.08
D. Supplementary business operations	15,762.72	--	2,625.00	66,388.48	10,372.06	40,030.00	39,452.07[6]
a. Hospitals, infirmaries, etc.	--	--	1,040.00	--	--	--	--
b. Athletics	--	--	15.00	--	4,995.00	9,153.00	--
c. Dormitories and residence halls	--	--	15.00	7,488.36	--	19,648.00	--
d. Dining rooms, etc.	--	--	1,555.00	42,392.82	--	8,692.00	--
e. Store and book rooms	--	--	--	11,080.46	--	2,537.00	--
f. Entertainments	--	--	--	--	--	--	--
g. Miscellaneous	15,762.72	--	--	5,426.84	5,377.06	--	39,452.07

[4] Includes Summerland.
[5] Included under A-*a*
[6] Includes science supplies, insurance, heat, light, equipment, interest.
[7] Gymnasium and Girls' Dormitory.

with profit, be a very definite increase in the amount of money spent by these institutions for library equipment. Table 175 also shows the relatively small percentage of the current expenses for the year going to the department of physical plant. If these items include, as they should, salaries of janitors and other workmen, the cost of providing heat, light, water, insurance, and all maintenance and repairs on the buildings, it is obvious that very little can be done with the sums spent at Carthage, Lenoir Rhyne, Midland, Newberry, Roanoke, and Collegiate. The discussion of the physical plant and its care in Part II, which deals with that topic, indicates that too little attention has been paid to the proper care and upkeep of buildings and grounds in most of these colleges. When the amount of capital invested in buildings and grounds and equipment is considered, it is evident that failure to give more attention to these matters is failure to give proper attention to a very large part of the institution's assets.

Supplementary Business Operations.—The disbursements listed under these headings have value when compared with the receipts for the same items in Table 170 for the same year. By comparing these tables it is found that Gettysburg paid for its athletic program over $6,000 more than it received; that Lenoir Rhyne and Midland paid about $1,000 more than they received. Wittenberg received a little more than $1,000 over its disbursements, while athletics at Roanoke cost the college over $6,000 more than it received. This difference at Roanoke is explained by an expenditure of over $5,000 for repairs and regrading of the athletic field. The athletic programs for most of these colleges, where the figures are available, are virtually self-supporting. Similar comparisons are not so readily made for residence halls and dining rooms since these items are not separated in every instance in the table for disbursements (Table 175). Where the disbursements for residence halls and dining rooms are separated, the item seems to show a gain to the college. The charges for heat, light, and maintenance, however, are not distributed to these buildings and so the *apparent* gain in a number of instances would represent a real loss.

There is no indication in most of the financial reports that these supplementary and business operations are actually charged with any of the expenses of general administrative overhead or with any share of such items as heat, light, watchmen's wages, or other college services used by these activities. In some of the colleges

the dormitories are charged for the repairs made to the buildings. In Wittenberg more than half of the disbursements for dormitories during the year studied were for repairs and remodeling. In other colleges this item is included with the general item for repairs for the entire physical plant. This is another reason why more exact comparisons cannot be made from the data submitted.

In comparing the receipts and the disbursements for Wittenberg it appears that $8,692 was paid out for dining halls while the income reported from this source was given as $35,003.11. This difference is probably due to an error in copying or to a system of distributing expenditures which places some of the payments under other headings. If this is not the case, the dining halls are considerably more than self-supporting. The same kind of excess of receipts over expenditures is shown at Wittenberg for the college store and book rooms. Disbursements of $2,537 are reported as compared with receipts of $31,594.58. It is not at all probable that these differences are net gains from operation. They are mentioned to show the difficulty of making helpful comparisons and also the danger of being unjust to certain schools because not all of the facts are known and considered in making the comparisons.

Disbursements Since 1922–23.—A careful study of the reported disbursements for the four years preceding the year for which data are given in Table 175 resulted in the same generalizations which were obtained by a study of receipts for the same period. These are: (1) there has been a consistent increase in the disbursements for the various main items which has paralleled and probably been determined by the increased receipts; (2) the disbursements have been greatly affected by "campaign years"; (3) there is so much variation in the combinations of items that no trends, such as a tendency to devote larger or small percentages of expenditures to one or the other of the major functions of the college, are clearly marked.

A few illustrations of the types of problems which should be suggestive to the administrative officers of these schools in studying their own records of disbursements over a period of years are as follows:

1. The money spent for general administrative offices at Carthage increased 79 per cent in four years, while the money spent for college instruction increased only 24 per cent. The cor-

responding figures for Midland are 29 per cent and 64 per cent, and for Wittenberg (three-year period) 154 per cent and 61 per cent.

2. The disbursements for extension services at Muhlenberg increased from 1922-23 to 1926-27 by 92 per cent, while the money paid for instruction in the college during the same period increased only 73 per cent.

3. The disbursements for the libraries during the four years for which the above figures are given showed increases of 86

TABLE 176

BUILDINGS RECENTLY CONSTRUCTED

COLLEGE	TYPE OF BUILDING	COST
Wittenberg	Chemistry—psychology	$117,000
	Academy building	149,000
Muhlenberg	Science building	393,965
	Library	187,728
Gettysburg	Eddie Plank Memorial Gymnasium	--
	Science building	--
Lenoir Rhyne	Administration	135,000
	Dining hall	40,000
	Dormitory for women	105,000
Midland	Dormitory for women	64,000
Newberry	Dormitory for men	30,000
Susquehanna	Library	--

per cent at Midland and 29 per cent at Roanoke, and a decrease of 10 per cent at Carthage.

These and similar problems are samples of the challenges which come from such figures studied over a period of years. Without doubt, each of these changes in percentage can be either explained or justified by the administrative officers in charge of the colleges. They can, however, be neither explained nor justified by such officers without causing them to think about their financial policies from somewhat different angles, which always has a salutary effect and more than justifies making the records.

Capital Outlay.—The past two years have been years of unusual activity in the erection of new buildings in this group of colleges. New buildings have just been completed or are now under construction at the colleges listed in Table 176.

The cost figures on all of these buildings are not now available, but it is probable that the building activities indicated above will represent nearly two million dollars by the time the buildings are fully equipped. This represents about half the value of all the other buildings of these colleges.

In addition to this very large expansion in building, new land has been purchased for which over one hundred thousand dollars has been paid, and considerable remodeling of existing buildings has been done.

In spite of the capital outlay just described, the Lutheran colleges are in every instance, as shown in the chapter on buildings, in need of additional buildings which will represent an even greater outlay of capital if these colleges are to have efficient physical plans for carrying on their work.

General Practices Regarding Disbursements.—In eight of the colleges all purchases are handled through one person or office, in five of the colleges more than one person does the purchasing.

Purchases are made upon the requisition of members of the staff in nine colleges and not so made in three.

Orders are actually placed by business managers (2); superintendent of building and grounds (1); executive secretary (1); registrar (1); staff members (1); treasurer (3); bursar (1); and president (1). Orders are always placed on a competitive basis at Carthage, Roanoke, and Marion, and only in some cases in nine other colleges.

Carthage, Thiel, Hartwick, and Marion report general receiving offices for purchases, and in eight cases purchases are taken directly to the departments in which they are to be used.

Incoming shipments are checked in all the colleges answering on this point, but by a variety of persons; in four colleges these are checked by heads of departments. In these four colleges there is probably considerable waste or loss because heads of departments vary too widely in the conscientiousness with which they handle such matters.

In these colleges all disbursements are made by check or warrant drawn by an official bonded for from $5,000 to $100,000.

Insurance.—Insurance of various kinds is carried by these colleges, as shown in Table 177. This table shows a total amount of $4,476,985 of all kinds of insurance carried. It would seem from a comparison of the amounts of insurance carried by some of the colleges that they are carrying considerably under the maximum allowance which insurance companies would grant. In placing

TABLE 177

TYPES AND AMOUNTS OF INSURANCE CARRIED BY LUTHERAN COLLEGES FOR FISCAL YEAR ENDING IN 1927

College	Amount and Type of Insurance							
	Fire	Tornado	Boiler	Employer's Liability	Public Liability	Elevator	Automobile	Total
Carthage	$ 165,000	$ 21,600	$ 10,000	$ 7,000	--	--	--	$ 203,600
Gettysburg ..	447,900	--	--	35,285	--	--	--	483,185
Lenoir Rhyne	108,000	100,000	--	--	--	--	--	208,000
Midland	220,900	62,900	5,000	*	--	--	--	288,800
Newberry† ...	222,000	119,000	10,000	--	--	--	--	351,000
Susquehanna .	390,000	--	20,000	55,000	--	--	--	465,000
Wittenberg ..	837,850	168,000	5/15,000	‡	$10/20,000	--	--	1,040,850
Muhlenberg ..	1,084,500	--	15,000	50,000	--	$10,000	--	1,159,500
Roanoke	170,300	--	**	--	--	--	--	170,300
Collegiate ...	50,000	--	--	--	--	--	$1,750	51,750
Marion	55,000	--	--	--	--	--	--	55,000

* Based on payroll.
† Includes Summerland.
‡ Workmen's Compensation—State of Ohio.
** Amount not given.

insurance on these buildings the college authorities should have in mind the present replacement value of the buildings and should protect the college on that basis. With regard to fire insurance Carthage, Gettysburg, Lenoir Rhyne, Midland, Newberry, Roanoke, Collegiate, and Marion have less protection than should be carried unless they are carrying the maximum which will be allowed on the older buildings; in many of these buildings the fire hazards are much greater than they are in the newer buildings, as was indicated in the chapter on the physical plant.

Only five of the colleges carry tornado insurance, and except for Lenoir Rhyne, only a fraction of the amount carried against fire. None of the colleges carry lightning insurance or burglary

insurance. Only half of the colleges carry employers' liability insurance, and no cases were reported of any group insurance.

When colleges are compelled to operate on such limited means as are most of the colleges in this group, they cannot afford not to protect their physical plant as adequately as possible.

Budgetary Procedures

Budget Control.—It is now recognized as essential to the good business administration of a college to control, as far as possible, its expenditures by a previously prepared budget which sets forth the program for the year in terms of the expected income. Budgets for colleges are usually prepared in coöperation with the several heads of departments and other administrative officers and submitted by the president to the trustees. When adopted (as submitted or in modified form) by the trustees, the budget becomes the plan or guide for the college's expenditures.

Budgets should be carefully and conservatively made, and once approved should be adhered to conscientiously. Budgetary allowances to the various departments should be checked frequently and no individual, department, or division of the school should be allowed to exceed the allowance for that item and no transfers from one item in the budget to another should be made without the approval of the same person or group of persons who first approved the budget.

All except two of the Lutheran colleges prepare budgets in some form. These are checked at intervals by the business manager in two colleges; by the president in five; by the treasurer in five; and by the comptroller in one college. These checkings are made every month in four colleges and only annually in two.

Seven of the colleges reporting permit transfers from one current fund to another and only one, Lenoir Rhyne, does not allow such changes. In only one of the seven colleges permitting these transfers must the transfer be approved by the trustees. In the others the approval may come from the president in three cases and from the treasurer in the remaining three.

The fiscal year ends for Gettysburg, Lenoir Rhyne, Muhlenberg, and Roanoke on June 30; for Midland and Wittenberg on August 31; for Thiel on April 1; for Carthage on September 1; and for Collegiate on July 1. This represents a very confusing variation and prevents accurate comparisons among these colleges. This is

an item upon which it should be comparatively easy for the colleges to agree. Most colleges are now using a fiscal year which closes on June 30, after the academic year has closed. This has the advantage of making the academic and the fiscal year coincide and is, for that reason, preferable to either March 31 or April 1.

The books of these colleges are audited by certified public accountants; annually in ten schools and three times a year at Newberry.

The auditor is selected by the board of trustees in five colleges

TABLE 178

PERCENTAGE OF DISBURSEMENTS FOR INSTRUCTION, COÖPERATIVE AND SCIENTIFIC SERVICES, AND OVERHEAD IN LUTHERAN COLLEGES FOR FISCAL YEAR ENDING IN 1927

COLLEGE	DISBURSEMENTS						
	Total	Instruction	Per Cent	Coöperative and Scientific Service	Per Cent	Overhead	Per Cent
Carthage	$ 86,306.30	$ 52,324.27	61.6%	--	--	$ 33,982.03	38.4%
Gettysburg	174,617.70	109,166.25	62.5	--	--	65,451.45	37.5
Lenoir Rhyne	57,419.00	40,471.00	70.5	$ 913.00	1.6%	16,035.00	27.9
Midland	86,468.60	62,442.30	72.2	283.00	.3	23,743.30	27.5
Newberry	43,019.80	36,604.72	85.1	--	--	6,415.08	14.9
Susquehanna	91,047.34	68,650.76	75.4	--	--	22,396.58	24.6
Thiel	73,135.57	40,227.57	55.0	4,429.57	6.1	28,476.43	38.9
Wittenberg	208,903.00	125,680.00	60.1	6,768.00	3.2	76,455.00	36.7
Muhlenberg	178,816.39	74,386.30	41.6	33,410.81	18.6	71,019.28	39.8
Roanoke	71,092.08	42,177.89	59.3	--	--	28,914.19	40.7
Effective College*	$502,117.50	$330,717.50	65.9%	--	--	$171,400.00	34.1%

* Bulletin, Association of American Colleges, February, 1927. Proposals for effective college of 1,000 students.

Note: Supplementary and business operations not included in the total.

and by various individuals or committees in the other cases. The auditor is selected by the treasurer and executive secretary at Thiel.

Only six of the colleges submitted sample budgets and these bore almost no resemblance to one another. They give additional evidence of the need of greater uniformity in the recording of income and in the distributing of expenditures. These budgets varied from a simple one-page statement containing only ten different items at Waterloo to detailed budgets for Carthage, Wittenberg,

and Roanoke. Susquehanna has not prepared budgets but expects to have one in operation by the close of the present year.

The discussion of the budget in Trevor Arnett's *College and University Finance,* Chap. VI, presents not only the values of college budgets but also the principles which should control their construction. This chapter also contains a sample of a budget for a small college which would be very helpful for the financial officers of the smaller colleges of the Lutheran group.

In Table 178 comparisons are made with the proposed disbursements for an effective college of 1,000 students as submitted at the February meeting of the Association of American Colleges.

The items have been rearranged to make them comparable with the divisions used in the Lutheran study. The proposal carries allowances for leaves of absence of teachers and for retirement provisions. The proposal also carries an allowance for depreciation which, since such an allowance is not made by the Lutheran colleges, is not included in the amounts given for the effective college in Table 178. Several of the Lutheran colleges are spending their money for current educational expense with about the same ratio between instruction and general administrative overhead as was recommended for the effective college, but these ratios might change considerably if the size of the schools increased.

The sharpest contrasts presented are in the amounts spent by the Lutheran colleges compared with the proposed amounts for the effective college. Wittenberg, which is approximately the size of the proposed college, is spending only a little more than 40 per cent of the amount proposed as desirable. The proposals naturally represent an ideal which will be attained by relatively few colleges in this country for a number of years, although a number of them are already giving college education which costs $500 or more per student.

There is no doubt that colleges may be "effective" on smaller expenditures per pupil, but it is equally obvious that all the Lutheran colleges are prevented from being more efficient by limited resources.

Care and Maintenance of Buildings and Grounds

Numerous questions were asked concerning the care and maintenance of the physical plants of the Lutheran colleges. Detailed tabulations of the answers to these questions have very little con-

structive value. They show a very great variety of arrangements for taking care of every item in this phase of college administration. Six of the colleges have superintendents of buildings and grounds, whereas in the other and smaller colleges the duties of such an official are performed by business manager, president, principal, treasurer, executive secretary, registrar, and house father. There is, as would be expected, considerable variation with regard to the details of housekeeping for the buildings. Floors are reported as being swept daily in approximately all the institutions. There were numerous places in several of the colleges which did not give the buildings the appearance of such regular attention. These are referred to in more detail in the chapter dealing with the physical plant.

With regard to the repairs, seven or eight of the larger colleges provide for most of the repairs to plumbing, heating plant, wiring, glazing, concrete work, painting, furniture, roofing, and plastering by regular full-time employees of the buildings and grounds department. Most of this repairing is done during vacation periods. Ten of the colleges report that they have a regular schedule for exterior refinishing. One of these reports that the masonry is repointed every five years and three others that it is repointed when needed. In the opinion of those who studied the physical plants, this specific element of maintenance of college buildings was conspicuously lacking. Twelve of the colleges report that they do not own and operate their own lighting and power plants; only one college does. The advisability of investing the necessary capital in this equipment was discussed under the chapter on the physical plant. Very few of the colleges in this group are large enough at the present time to justify such an expenditure unless the electrical current cannot be secured locally at reasonable rates.

There is not a widespread tendency on the part of these colleges to have their building facilities used by community organizations. Nine colleges reported the use of their buildings for meetings as follows: educational meetings (1); home bureau (1); family reunions (1); entertainments (1); athletic events (5); other meetings (5). These programs are usually supervised by the college staff when the buildings are used by community organizations. Six of the colleges report that they do not employ watchmen; four that they do. In colleges where large numbers of the students live in college dormitories the employment of night watchmen

represents a desirable precaution on the part of the college against unnecessary risks from fire. Their employment is justified more on this basis than as a protection to property and against petty thievery.

The diversity of practice as well as the limitation of maintenance and upkeep service shown in the answers to this section of the report give additional evidence leading to the conclusion previously stated that too little attention is being given at the present time to the proper upkeep and maintenance of the buildings and grounds of these colleges. In some institutions this was justified by officials as economy, whereas in other institutions it was explained as being necessary. In all cases the neglect of the buildings could not actually be justified as economy. The postponement of repair and upkeep expenditures merely increased the ultimate expense.

Special Services

The largest services under this special group are those having to do with the dormitories and the dining halls for students. All the colleges reporting provide dormitories for at least some of their students. A summary of the amount of provision in each of the schools compared with the enrollment for the year 1926–27 is given in Table 179. From this it will be seen that in the majority of cases the dormitories are filled to capacity. Exceptions to this statement are Lenoir Rhyne, Midland, and particularly Newberry with a capacity of 550 in its dormitory and only 261 actually housed in these buildings at the time the report was made. It will also be clear from this table that Gettysburg is about the only one of the colleges which can claim that it is providing housing facilities for all of its students, the difference between 524 and 663 being accounted for by those who live in fraternity houses and those whose homes are in the city. Unfortunately, part of the credit which should go to Gettysburg in this matter must be qualified because of the crowded condition of the dormitories, which was referred to in the chapter on the physical plant.

Not all the business managers of the colleges answered the questions concerning policies controlling operation of dormitories. Four schools said that these buildings were operated at cost; the others did not answer. In determining the profit and loss in the

TABLE 179

CAPACITY AND USE OF HOUSING FACILITIES OF LUTHERAN COLLEGES 1926–27

COLLEGE	NUMBER OF BUILDINGS	TOTAL CAPACITY	ACTUAL NUMBER NOW HOUSED	ATTENDANCE FOR THE YEAR
Carthage	3	185	181	325
Gettysburg	6	524	524	663
Lenoir Rhyne	2	152	135	282
Midland	2	144	90	263
Newberry	9*	550	261	430
Susquehanna	10†	257‡	246‡	400
Thiel	3	46	46	278
Wittenberg	4	359	334	964
Roanoke	4**	115 6 families	133	258
Waterloo	1	20	17	101††
Collegiate	2	102	80	117††
Marion	--	--	--	--

* 5 buildings for faculty; 4 for students.
† 5 cottages, each housing 2 families (for faculty).
‡ Student accommodations—(5 buildings).
** 1 dormitory for students; 2 houses for faculty; 1 house for president.
†† Includes academy.

operation of these buildings, nine schools report that heat, light, water, and repairs are charged against the dormitories. Only six of the schools charge staff service against these buildings and only four of them make any allowance for depreciation. From conferences with officials in charge of dormitories and the purchasing of supplies, the impression was gained that colleges hope to have the dormitories and, when possible, the dining rooms return a profit to the institution. As previously mentioned in this chapter, such profits are usually much smaller than the books show at the end of the year because of failure to charge this item with its proper share of the general administrative and overhead services of the college.

A summary of the situation in these colleges with regard to dining hall facilities is presented in Table 180. As would be expected, this summary presents practically the same ratios between the capacity and use of the buildings as were found for the dormitories. One or two exceptions will be noticed, such as in the case of Roanoke and Waterloo where the average number served daily exceeds the serving capacity of the dining hall by

more than 100 per cent. These differences may be caused by the number of day students served with lunch in the commons. The only other explanation would be the resetting of the tables. Seven of the colleges reporting concerning dining halls state that these are operated on a policy of approximately meeting cost. The practices of charging against the dining halls the items of heat, light, etc., are exactly the same as was noticed with regard to dormitories. With the exception of Muhlenberg and Waterloo the dining halls are operated by some official of the college. Seven of the twelve

TABLE 180

CAPACITY AND USE OF DINING HALLS OF LUTHERAN COLLEGES 1926–27

COLLEGE	SERVING CAPACITY	AVERAGE NUMBER SERVED DAILY	NUMBER OF DINING HALLS
Carthage	230	185	2
Gettysburg	150	125	1
Lenoir Rhyne	225	135	2
Midland	175	90	--
Newberry*	400	205	2
Susquehanna	276	200	1
Thiel	--	--	1
Wittenberg	220	175	1
Muhlenberg	--	120	1
Roanoke	120	300	1
Waterloo	65	150	1†
Hartwick	75	60	1
Collegiate	100	85	1
Marion	200	125	1

* Includes Summerland.
† Operated by students on coöperative basis—as club.

colleges answering report that the college does not have a trained dietitian whose services are available for the dining halls. In every case the food is prepared by regular full-time employees, and student help is used only in serving, clearing away, and dish-washing.

All the business managers replying to the question assert that efforts are made to instruct and direct etiquette, social demeanor, and general conduct of students in dining halls. Some contrary impressions were received on visits to the schools, as reported in the section dealing with student activities and student life on the campus.

Bookstore.—Eleven of the colleges maintain a supply and bookstore. In only two cases is this service rendered at cost. It is managed by a variety of officials, employs student help in the majority of instances, and apparently returns a profit to the institutions operating it.

Loan Funds.—Collegiate is the only one of the colleges reporting a faculty loan fund for use in emergencies. This does not seem to be a very well established fund since its amount "depends on the state of the treasury." No interest is charged and the repayment of the loans is guaranteed by liens on salaries. Under these conditions this is virtually nothing more than a plan for advancing salaries to teachers. More schools find it desirable to build up small funds which may be used for faculty and staff emergencies in the way that loans are available at low rates of interest to students.

Eight of the colleges report that they do not have any student loan funds, while five report that such funds are available as the result of gifts. These amounts are negligible except in the case of Wittenberg which has in this account $73,458.82. This fund was large enough to assist 93 students in 1926–27. The rate of interest is approximately 3 per cent while the student remains in school and becomes 6 per cent after he leaves school.

Relatively little money has been lost through the non-payment of these loans. It is recommended in this connection that the scholarship money used in a number of the Lutheran colleges could with more profit be put in such student loan funds. This permits a gradual increase in the money available, allows for the rendering of assistance to more students, and encourages them to help themselves rather than be the recipients of donations for one or another reason.

Summarizing the special services rendered by these colleges, it is evident that the programs of service are much more restricted than would be desirable if the major functions of the colleges did not require practically all of the available resources for current expenses. Additional dormitories, less crowding in the rooms, better dining-hall facilities particularly for men, increased student and faculty loan funds, and the provision of student banking facilities would all contribute toward the increased efficiency of these colleges. It would seem desirable for each institution to consider the possibility of adding some or all of these services.

Financial Campaigns

The principal concerns of this group of colleges during the decade just past have been financial. More buildings have been made necessary by the enrollment of more students and the current expenses of the colleges have increased in every department. It is not surprising, then, that during this period thirteen of the Lutheran colleges have conducted one or more campaigns for additional financial assistance.

The following facts will make clear the statistics in Table 181. Twenty-five campaigns were undertaken by the thirteen colleges. The greatest number in a single year (5) were undertaken in the year 1920; the second greatest (4) in 1919. No campaigns were begun in 1921, although some were still in progress. The distribution of the number of campaigns conducted in the thirteen colleges is as follows: four institutions conducted one campaign; six conducted two campaigns, and three conducted three campaigns. The total amount sought by the thirteen colleges was $9,037,000, or an average of $695,153.85 per college. Of the total amount sought $8,473,000, or 94 per cent, was pledged, and 66 per cent of the amount pledged, or $5,617,683, had been realized at the time the questionnaires were returned by the colleges.

In the majority of cases the reports did not show how many persons had contributed in each campaign, but a study of the thirteen campaigns in which the number of contributors was given reveals the following (see Table 181): Of the total amount pledged in these cases, $5,973,000, contributions were made by 75,300 persons—an average of $79.32 per person. The range of the averages for the thirteen campaigns which gave the number of persons contributing was from approximately $22 to $127 per person.

The most common amount sought by the colleges was $500,000; Wittenberg sought the largest amount, or $1,500,000, in 1920; and Saskatoon the smallest amount, or $2,000, in 1927.

In seven of the twenty-five campaigns the amount pledged exceeded the amount sought. In these campaigns $4,500,000 was sought and $5,478,000 was pledged, or an over-subscription of more than 21 per cent. In only two cases, however, has the amount realized exceeded the amount sought; these were in the campaign at Wittenberg in 1920 and in that at Roanoke in 1922.

Table 182 classifies the uses for which the money was sought.

It is obvious from this table that too much of the money sought by these Lutheran colleges was raised without specific objectives. Of the total amount sought by all the colleges, 67 per cent was for endowment and other reasons—such as debts, buildings, equipment, improvement of plant, etc., without specific amounts being

TABLE 181

FINANCIAL CAMPAIGNS CONDUCTED BY LUTHERAN COLLEGES IN THE DECADE 1917 TO 1927

COLLEGE	DATE	PURPOSE OF CAMPAIGN	AMOUNT SOUGHT	AMOUNT PLEDGED	AMOUNT REALIZED AT TIME OF REPORT	NUMBER OF PERSONS CONTRIBUTING
Carthage ...	1911	Girls' dormitory	$ 100,000	$ 80,000	$ 79,000	--
	1918	Endowment	200,000	225,000	225,000	--
	1923	Endowment	135,000	125,000	125,000	--
LennoirRhyne	1919	Endowment	300,000	310,000	210,000	--
	1923	Endowment, building, debts	600,000	500,000	340,000	--
Midland	1919	Removal of college	350,000	250,000	175,000	2,000
	1924	Endowment, buildings, deficit	500,000	325,000	--	3,500
	1926	Girls' dormitory	50,000	--	--	--
Newberry ...	1919–20	Endowment, building, debts	300,000	240,000	210,000	8,000
Susquehanna	1920	Endowment, buildings, grounds	500,000	350,000	260,000	2,800
	1926	Endowment, library building	450,000	225,000	50,000	--
Thiel	1920	Endowment, ½ new buildings, ½ improvement.	500,000	370,000	212,000	--
Wittenberg..	1920	Endowment, building, equipment	1,500,000	2,009,000	1,613,085	20,000
	1925	Endowment offer of General Education Board, bldgs.	100,000	--	--	15,000
Muhlenberg .	1920	Remove debts; increase endowments	500,000	350,000	200,000	3,000
	1924	Endowment, science building, library	1,000,000	1,019,000	700,000	8,000
Roanoke ...	1922	New endowment $500,000, old debts, deficits $150,000	500,000	675,000	650,000	4,500
Wagner.....	1925	Endowment	500,000	550,000	434,000	25,000
Hartwick ...	1922–24	Endowment	200,000	50,000	42,000	--
	1926–27	Endowment of new accredited college—Oneonta	500,000	700,000	--	--
Collegiate...	1917–18	Improvement of plant	25,000	15,000	14,000	500 to 1,000
	1919	Improvement of plant, restoring of endowment	100,000	53,000	38,000	1,250
	1924	Dormitory	75,000	52,000	30,600	1,500
Marion	--	--	--	--	--	--
Saskatoon ..	1920–24	Buildings	50,000	--	47,000	--
	1927	Improve campus	2,000	--	--	--

assigned to each of the objectives. Financial campaigns of this sort should be conducted under a carefully outlined program which meets with the approval of the board of trustees, and the definite objectives should be made known. At Midland $350,000 was sought in 1919 for the removal of the college. In no case was money sought solely to remove debts, but in five of the campaigns debts or deficits were given as one reason for the campaign. At Roanoke in 1922 the campaign was over-subscribed so that after $500,000 was raised for endowment the remaining $150,000 was used to remove old debts.

TABLE 182

PURPOSES FOR WHICH CAMPAIGNS WERE CONDUCTED

PURPOSE	AMOUNT SOUGHT	PER CENT OF TOTAL SOUGHT
Endowment only	$2,085,000	23%
Dormitories	225,000	2
Buildings and improvement of plant	325,000	4
Endowment and other reasons; such as, buildings, deficits, improvements, etc.	6,050,000	67
Other reasons; such as, removal of college and improvement of campus	352,000	4

With the exception of Roanoke all the colleges stated that appeals for funds were made largely to constituents of the Lutheran Church, but with the exception of Marion and Saskatoon all the colleges had made appeals to non-Lutherans as well as to Lutherans. At the time the financial campaigns were carried on in five of the colleges it was reported that a campaign had been carried on in the same territory for another organization of the United Lutheran Church. In this connection one college reported no overlapping in the campaigns; two colleges reported coöperation between campaign managers; one college reported that the second campaign came only at the collection period of the first campaign; one college reported that conflict would be avoided in the future. The Board of Education of the United Lutheran Church should make sure that financial campaigns for the Lutheran colleges and for other institutions of the Church are not carried on in the same territory at the same time.

From information given regarding financial campaigns in some

of the larger colleges and universities of the country it would seem that to have 94 per cent of the amount sought actually pledged is commendable. From the data received from the Lutheran Colleges up to the time of tabulation only 66 per cent of the amount pledged had been realized. This is a low percentage, but may be explained by the fact that not all the campaigns had closed at the time the information was given and that many of the pledges were for contributions extending over a period of years.

The average gift to the Lutheran colleges of $79.32 is relatively small and indicates that there were few large individual gifts. It is always gratifying to any institution to have the support of individuals who can give and are willing to give large amounts of money, but denominational colleges must expect to obtain most of their regular support in small amounts from members of the same denomination. This results in more than the actual financial support given, since it develops that interest and good will which contributors have toward the institutions or movements which they support.

Financial Situation for Hartwick College

Hartwick Seminary has undergone such a change in its organization during the past year that the president was unable to answer many of the questions in the blank dealing with the situation for the new college. Because the facts were not available the treatment of the financial situation for Hartwick College has been inadequately handled in the tables and discussions of this chapter. For this reason, it seems desirable that a separate analysis be made in the light of the present situation at Oneonta.

According to an agreement between the Board of Trustees of Hartwick Seminary and the Chamber of Commerce of the city of Oneonta, New York, the campaign was inaugurated for a Greater Hartwick, which called for $200,000 to be raised within five years by the Oneonta Chamber of Commerce and $400,000 to be raised during the same period by the Synod of New York. Since this synod had previously voted to start a campaign for $500,000 for Hartwick Seminary, the proposal was reaffirmed. The amounts pledged were $431,765.89 by the New York Synod and $205,713.62 by Oneonta, making a total pledged of $637,479.51. A report from Hartwick states that by April 17, 1928, $134,744.30 had been received from the New York Synod pledges

and $23,340.04 from Oneonta, making gross receipts of $158,-084.34. From this should be deducted the cost of the campaign which, up to that date, was $39,168.88. This leaves a net working capital of $118,915.46.

As the situation now stands Hartwick College is to be independent of Hartwick Seminary and under a separate charter. The trustees of Hartwick Seminary have transferred to the new college the proceeds of the endowment campaign.

From information submitted by the president of Hartwick College after the report was prepared for submission to the Survey Commission, the trustees decided "that the $600,000 pledge money received from Hartwick Seminary Appeal Campaign be divided equally for the first building and endowment and that the first $300,000 received to which the College is entitled be expended for building purposes and campus development."

Since the report was submitted to the Survey Commission and the Board of Education, the contract for this first building has been let for $229,000. This does not include the equipment of the building nor the necessary grading of the campus for walks and roads. One of the directors was informed on July 14 that there would not be enough money available at the time to put in the permanent road to the building as provided in the original campus plan. Instead, a temporary road would be placed across the end of the campus leading directly to the first building.

As previously stated, the average for the college campaigns of the Lutheran colleges during the past ten years has been a collection of about two-thirds of the amount pledged. This figure is probably a little less than it should be inasmuch as some of the campaigns considered had not been completed. If Hartwick College should be no more successful in collecting its pledges than the average Lutheran college, its productive endowment at the end of the five-year period would be reduced to less than $100,000 instead of the $300,000 expected by the Board. Even if 100 per cent of all the pledges should be collected, the endowment would probably be less than $300,000, since the costs of the campaign and the follow-up and collection of the pledges will necessarily be deducted from that amount. At best, as a result of the past campaign, Hartwick College could not look forward to having an income from its endowment of more than $15,000 a year (at 5 per cent). On the assumption that the endowment is expected

to contribute 40 per cent of the current expenses—and in a small college where the expenses are higher it probably should be expected to contribute even a larger percentage—this income would represent 40 per cent of a budget for current expenses of less than $40,000 per year. In terms of present costs, this would inadequately care for a student body of about 100 students and represents a smaller enrollment than the trustees are expecting for the second year of the college's operation.

The trustees of Hartwick College adopted, at their meeting in Johnstown, New York, on May 10, 1928, a financial program for the college which provided the following recommendations:

First: That the $600,000 pledge money received from the "Hartwick Seminary Appeal Campaign" be divided equally for the First Building and Endowment and that the first $300,000 received to which the College is entitled be expended for building purposes and campus development.

Comment: $600,000 is a reasonable expectation as the sum to be received from the total amount pledged by Oneonta and Synod of New York. Reasons for the distribution as indicated in recommendation are:

(1) Agrees with the purpose of original $500,000 Appeal authorized by Synod (St. James, New York) which designated that the development to take place at Hartwick Seminary would be made possible by an equal division of the money for buildings and endowment.

(2) The second $300,000 of Hartwick Seminary Appeal will fully cover all pledges specifically made for Endowment during the Campaign.

(3) Makes possible the erection of the First Building immediately (1928) without financial stress and anxiety.

(4) Enables college representatives (Trustees and President) to say that cost of First Building has been fully paid and thereby makes possible the stronger appeal to any individuals who may be asked to contribute large gifts for additional buildings.

Second: That an Endowment Foundation of $50,000 be collected which with Student Tuition Charges will provide funds for Faculty Salaries and administrative expenses from June 15, 1928, to June 15, 1930.

Comment: This money can be collected by securing 100 Endowment Patrons for $500 each. $25,000 a year will thus be provided for the two-year period which will be spent outright for necessary current expenses. An effective appeal can be made on the basis that each Patron will have had a part in "the foundation" of the institution.

Third: That the Tuition Charge for 1928-29 be $150; for 1929-30, $200; for 1930–31, $250.

Comment: A reasonable enrollment for 1928–29 is 50; netting $7,500. A reasonable enrollment for 1929–30 is 125; netting $25,000. This with the Endowment Foundation of $50,000 totals $82,500, an ample sum for

the salaries and general expenses for the first two years. Beginning with 1930–31 the tuition charge should be permanently fixed at $250.

FOURTH: That in 1930, "Educational Year in the United Lutheran Church" a campaign for $500,000 be launched and that $200,000 of this amount be devoted to Hartwick Seminary.

Comment: Payment of pledges in this campaign should be limited to three years. Adding $300,000 as Endowment to the $300,000 Endowment of 1927 Appeal, the total Endowment by 1933 will be $600,000 which will meet Regents' Requirements for Permanent Charter. In the establishment of Hartwick College practically every dollar of The Hartwick Seminary Appeal is needed. In 1930 Hartwick College should help Hartwick Seminary to the extent of $200,000.

FIFTH: That the President of the College attempt to raise $750,000 for building purposes by special gifts from large contributors within the period of 1928–1935 and in this program a most earnest effort be made to have money available for the Second Building on the Campus by 1930.

Comment: This recommendation suggests a reasonable plan for large gifts within a reasonable period. The expectation is that an additional building would appear every two years and that by 1935 we would have four, at least, and probably five. This progress is possible and anticipates a natural and gratifying growth.

SIXTH: That between 1937–40 the effort be made to raise the Endowment to $1,000,000 by a campaign for $400,000.

Comment: It is a justifiable hope that by 1937, or earlier, we may enlist the assistance of some one of the Educational Foundations and that our actual appeal to our constituency would be for about one-half of the $400,000 indicated.

SEVENTH: That the President of the College be made responsible for the promotion of the program indicated by the six preceding recommendations and that he is expected to present a detailed report of his activities every three months to the Executive Committee of the Board of Trustees.

Comment: This will give definiteness to the work and also the advantage of the counsel and advice of Trustees in all matters relating to the financial program.

SUMMARY

The above financial program provides:

A. For the financing of First Building.

B. Adequate resources for Current Expense Budget until the time when the Permanent Endowment is fully productive.

C. $600,000 Endowment by 1933 meeting the requirements of Regents within the five-year period as indicated in Provisional Charter and making possible the Permanent Charter.

D. $1,000,000 invested in Buildings by 1935.

E. $1,000,000 Total Permanent Endowment by 1940.

It is the opinion of the Survey directors that this program represents unjustifiable optimism. An analysis of it will show that patrons of the college in both Oneonta and its supporting territory will be asked to give $50,000 to be used for current expenses during the first two years of the operation of the college; that the campaign for additional buildings will be started while pledges are still being paid on the first campaign; and that the proposed campaign of 1930 to secure the $600,000 endowment necessary to receive a permanent charter will be launched while some of the pledges of the first campaign and some of the pledges which have been made for additional buildings will still be unpaid. It is possible that some patrons of the school may be involved in three or more of these campaigns at the same time. This entire financial program seems to be a heavier drain upon the interested patrons than the experience of any of the Lutheran colleges would warrant the promoters of Hartwick College to expect them to meet.

Furthermore, on the basis of figures submitted at the completion of this section of the survey, a college with an enrollment of 800 students (the number which administrative officers of Hartwick College consider a reasonable expectation) starting with costs as they are to-day, should have about $2,000,000 invested in buildings and grounds and about $2,000,000 in active endowment.

One other factor which probably will affect the local support of the college is that the present water system for the city is inadequate for supplying the college because of the size of the mains and the elevation of the college buildings. If, as reported probable by the city engineer, an additional line of water mains is installed by the city, the financing of this project, even though it would ultimately have been done according to the plans for the development of this phase of city service, will be considered by many citizens as an additional support of the college by the taxpayers of the city. This fact, combined with contributions to the first campaign, may tend to reduce the local support of the college during the early years of its existence.

The survey directors feel that the proposed program involving $2,000,000 ($1,400,000 of which is not even pledged, much less collected) is expecting too much support from the local community and the surrounding territory. When thoroughly considered, it appears that to provide for a college of 800 students at present-day costs the total amount should be twice this sum.

Other factors mentioned in connection with the college's program have been considered by the Survey directors but they do not affect the final recommendation. These are such factors as the opportunity to use the city athletic park for a period of five years, the presence of a city library with 25,000 volumes, the gift of the Indian museum, the attitude of the city toward the establishment of a college. They have in no way changed the general recommendation concerning the establishment of a Lutheran college at Oneonta.

The athletic park will make immediately possible athletic competition by the students of Hartwick College but under a considerable handicap because of its distance from the college and because of the other organizations whose use of the park will necessitate certain adjustments in schedules. The library, a very creditable institution for a city the size of Oneonta, is so far removed from the campus that students could not use it between recitation periods at the college. It is limited in its reading facilities, inasmuch as it has accommodations for only about twenty to twenty-five readers. It is further limited in its selection of books for college purposes since the book collection naturally emphasizes fiction and general reading material rather than the more technical reference material which would be required by college classes. The museum will be a desirable addition to the college, especially if it is heavily enough endowed to permit its maintenance and proper care without being a source of additional expense to the college. At best, however, such a museum would directly affect the work of only a few of the courses offered in a liberal arts college.

Other factors of an educational nature which will affect the future support of Hartwick College have been previously mentioned. The presence of the normal school in the city, especially if it at any time should become a degree-granting teachers college, will attract an increasing number of prospective teachers from that district. The chapter of this survey entitled "Student Body" shows that the largest group of students in these schools are prospective teachers. To the extent that this is true a teachers college would be a competing institution with the advantage of either no tuition or a very nominal tuition charge. The opportunities for college students from this area to attend other institutions giving special kinds of work, such as Cornell, will also reduce the number

of students attending Hartwick. Such factors as those presented in this discussion and the very limited Lutheran constituency in the Oneonta territory indicate that the establishment of Hartwick College with its present financial limitations and with the financing of its entire building program on the basis of present-day higher costs will almost certainly mean the starting of another small, financially handicapped Lutheran college.

General Summary and Recommendations

1. The very great variety of the systems for keeping financial records used by the colleges in this group makes impossible any accurate comparisons between any two of the colleges on matters of resources, income, or expenditure. Oftentimes such comparisons are desirable and even necessary before certain policies can be intelligently acted upon by the boards of trustees of the colleges or by the Board of Education of the United Lutheran Church. A set of financial blanks to fit the needs of any of the colleges in this group, and capable of expansion in details, should be prepared by the Board of Education in coöperation with the colleges, or by a committee from the colleges. These blanks should follow as far as possible the classifications used by the standardizing agencies or by the Division of Higher Education of the Bureau of Education at Washington in order that comparisons may be made with other colleges or other groups of colleges as well as with those in their own group. A uniform blank should be used for the annual statement of assets and liabilities. A set of directions should be prepared for the items to be included under each heading and for the methods of allocating any general expenses to the several divisions of the college work for which separate accounts should be kept, such as athletics, dormitories, summer schools, academies, and other phases of college work which, for any reason, require different financial treatment from that accorded the regular work of the college.

2. All assets of the colleges should be carried on the books and reported at the actual cost to the college, or in cases of gifts at the marketable value of the gift at the time of its receipt. No items should be reported as assets until they have actually been received by the colleges. Book values and replacement values should be used as suggested in this chapter but not in statements of assets.

3. The practices of these colleges with regard to the handling of

endowments are diverse and in some instances contrary to the best accepted practices. If endowments are to be considered inviolable such funds should not be used to pay for current expenses, to retire indebtedness, or to erect college buildings. It is not considered advisable to invest endowment funds even in such income-producing buildings as dormitories. The following recommendations for handling endowments are most in need of consideration by the colleges in this group:

a. There should be a definite statement of the purposes for which all contributions are solicited in order to prevent overlapping of "endowment" and "building" funds.

b. There should be more diversification of investments for endowments, both in types of investment and within each type.

c. Endowment should not be directly or indirectly hypothecated to pay for current expenses or for the erection of buildings.

d. Endowment should not be loaned to, or invested in, the business of members of the boards of trustees or others connected in any way with them. The same rule should apply to employees of the college. This practice should be avoided even when the loan or investment is secured in the same way as other investments are secured.

e. More frequent and adequate supervision should be given to the investments of the endowments of the colleges in order that the endowment funds may be protected from depreciation.

f. All officials who have responsibility for the investment of endowment funds should be bonded.

4. There is usually no real gain effected by mortgaging college property in order to erect additional buildings. Unless the land value is ample security for the mortgage, such transactions virtually amount to hypothecating the endowment of the college in order to secure the loan.

5. The practice of accumulating actual deficits and carrying them as interest-bearing notes against the college should be discontinued, or if done, the campaigns for additional funds should state specifically what per cent of each dollar given is to be used for retiring such indebtedness.

6. Annuities which call for larger payments than the principal will probably produce should not be accepted. This should be determined by the average earnings of the other investments of the college.

7. An attempt should be made within this group of colleges to make the incomes from productive funds (endowment) more nearly equal so that the charges to the students may be equalized and the kind and quality of work done by the different colleges may be made more uniform.

8. All supplementary business operations of the colleges should be made self-supporting. In order to know how to fix the fees charged in each of these operations it is necessary to distribute to each one its share of the general administrative and college overhead expenditures.

9. More detailed records of all disbursements should be kept, and agreed-upon methods of distributing overhead to the various college activities should be followed.

10. Revolving student loan funds are recommended as more desirable than scholarships or reductions of fees. If special aid is to be given to prospective ministers or to the children of ministers, such aid should be given by the United Lutheran Church, by the local synods, or by the congregations. None of the colleges is in a financial condition which justifies it in subsidizing any student; every additional student is an additional expense to the college and this additional expense is increased by the amount which fees are reduced for the special students.

11. There is a growing tendency at the present time to have the students bear a larger proportion of the cost of their education.

12. If these colleges are to remain denominational colleges there should be as definite a policy of denominational support as there is of denominational control. Contributions from supporting church bodies should not only be much larger but should be on some definite basis so that the amounts to be received each year could be known more accurately at the time the college budgets are prepared.

13. The current expenses for all the colleges should be put upon a basis of strict budgetary control. The budgets should be prepared by the presidents and financial officers of the college in coöperation with the various department heads and teachers. In cases where revisions of the budget are necessary either before

being submitted to the board of trustees or after its adoption by them, the changes should be discussed again with those whose work will be affected, in order that they may make recommendations for the revised allowances.

14. More attention should be given to the maintenance of the college plant. This item should be provided for annually in the budget. Emphasis should be upon maintenance in order to prevent repairs.

15. The business offices of these colleges should be adequately staffed and provided with necessary labor-saving equipment for handling the financial records of the college. The extra cost for such assistance will probably be more than met by savings effected in better purchasing discounts for prompt payments, closer and more frequent checking of deficits, fewer uncollected fees, and greater attention to the care of equipment, not to mention the probable increased support that will be given to institutions which give evidence of careful businesslike stewardship of funds intrusted to them.

Specific Recommendations for Colleges

In this chapter it has seemed wise to change the procedure followed in most of the other chapters and make specific recommendations for three sizes of colleges which would serve as bases for financial computations for any of the individual colleges.

Specific financial recommendations for each Lutheran college would be of little value at the present time for the following reasons:

1. All the colleges are planning for or are receptive to increases in the number of their students. A change in the number of students makes necessary changes in the amount of desirable endowment, changes in the buildings needed, changes in the number of faculty, and changes in all other items of cost. Statements of needed assets can then be made only in terms of schools of a fixed number of students. When, as in the case of Marion, Collegiate, Mont Amoena, and Weidner, the enrollment and the assets are below what are considered minimum amounts for the continuation of the colleges, the needs of such colleges may be expressed in terms of the minimum assets desirable, and decisions on whether the colleges should be continued made in terms of whether or not those conditions can be attained. When a college is beyond the

minimum size, however, it becomes necessary to check it against the desirable assets for typical sizes which it may be approaching.

2. The section of the country and the size of the city in which the colleges are located cause variations in the cost of buildings. If, however, colleges restrict all future building to Type A or Type B (Type A for all dormitories), there is less variation in building costs than would be found in the cheaper, less permanent, and less fireproof types which the colleges have erected in the past. Better buildings at present prices of construction, as was pointed out in this chapter in the discussion of those recently constructed, will cost much more for a given amount of space than the older buildings. Any building needs of the colleges which now exist will call for larger sums of capital outlay than would have been needed before the present increase in costs.

3. Costs for current expenses as well as the needed physical plant vary in terms of the curricula of the colleges. Wider ranges of offerings in any one field or a larger number of fields in which college instruction is given produce increased costs. Some additions cost more than others because of limits to the size of the classes or because of expensive laboratory equipment. These offerings should be determined by those in charge of each college and the basis of determination should be the ability to do unquestionably and uniformly good work in all the fields offered.

4. The sizes of classes, the preparation of faculty members, the teaching load of faculty members, the extent of special services in the way of health and physical education, the extent to which the library is used—these are all variables which make very radical changes in the budgets of colleges and make financial programs for individual colleges difficult to make.

Because of these variables and others which could be mentioned, it was decided to propose three statements of the financial and physical plant assets with which these colleges could compare their own assets and which could be used as bases for future programs for support and for the determination of policies with regard to fees. These proposals will be in terms of desirable standards. They will represent higher standards than would be shown by standards based on medians or averages of present practice because no college in planning its future development wants to set as its goal "an average college." Even though the proposed standards are higher than the average college of the given size would provide,

TABLE 183

DESIRABLE STANDARDS FOR LIBERAL ARTS COLLEGES

	ATTENDANCE RANGE AND MODAL SIZE			
	300–500 400	500–750 600	750–1,500 1,000	"Effective College" Association of American Colleges 1,000 Students
PHYSICAL PLANT[1]				
Educational buildings	$ 650,000[5]	$ 725,000	$1,225,000	--
	850,000	1,275,000	1,700,000	$2,500,000
Dormitories[2]	320,000	420,000	620,000	--
	550,000	850,000	1,050,000	--
Heating plant, grounds[3]	100,000	125,000	200,000	--
	150,000	200,000	300,000	--
Campus site[4]	--	--	--	250,000
Equipment	160,000	182,500	287,500	--
	230,000	347,500	405,000	750,000
TOTAL	$1,230,000	$1,452,500	$2,332,500	
	1,780,000	2,672,500	3,455,000	$3,500,000[5]
Cost per student	$ 450	$ 400	$ 375	--
CURRENT EXPENSES				
Instruction:				
Salaries (teachers)	$ 102,480	$ 136,640	$ 213,500	$ 288,600.00
Sabbatical absences	7,200	9,600	15,000	12,083.33
Retirement provision	5,160	6,880	10,750	15,034.17
Instruction supplies	5,160	6,880	10,750	15,000.00
Overhead Departments				
Salaries (Administrative and library)	20,000	26,666.67	41,666.67	48,000.00
Retirement provision	1,000	1,333.33	2,083.33	2,400.00
Supplies and equipment	6,000	8,000.00	12,500.00	15,000.00
General and contingency	3,000	4,000.00	6,250.00	6,000.00
Operation and maintenance	30,000	40,000.00	62,500.00	100,000.00
Total current expenses	$ 180,000	$ 240,000.00	$ 375,000.00	$ 589,617.50[6]
60 per cent current expenses	108,000	144,000.00	225,000.00	--
Tuition charge to cover 60 per cent	270	240.00	225.00	353.77

[1] Assumes new construction.
[2] Includes president's home.
[3] Includes landscaping and grading.
[4] Land donated. Athletic fields paid for by athletics.
[5] Does not include dormitories and heating plant.
[6] Depreciation not allowed for in other proposals.

TABLE 183 (*Continued*)

	Attendance Range and Modal Size			
	300–500 400	500–750 600	750–1,500 1,000	"Effective College" Association of American Colleges 1,000 Students
Plan I				
Endowment for 40 per cent of current expenses at 5 per cent	$1,440,000	$1,920,000.00	$3,000,000.00	$4,716,940.00
Plan II				
Endowment to pay balance of current expenses for $250 tuition	$1,600,000	$1,800,000	$2,500,000	$6,792,350
Physical plant	1,230,000	1,452,500	2,332,500	
	1,780,000	2,672,500	3,455,000	3,500,000
Total Capital Invested in Endowment and Physical Plant				
Plan I. Minimum	$2,670,000	$3,372,500	$5,332,500	$8,216,940
Maximum	3,220,000	4,592,500	6,455,000	--
Plan II. Minimum	2,830,000	3,252,500	4,832,500	10,292,350
Maximum	3,380,000	4,472,500	5,955,000	--

they are not impossible ideals. Rather they are based more upon the standards which have been attained by some of the colleges with more adequate support and with widespread reputations for high grade work.

Recognizing the fact, then, that the colleges of this group can continue to operate and render commendable services on less adequate support than is here suggested, the Survey directors believe that it is nevertheless true that the opportunities for service would be increased and the quality of the services improved if the colleges were more adequately staffed, supported, and housed.

The following standards (see Table 183) are therefore proposed as goals, with the full realization that they represent only the more tangible elements in the program for a college, that they may change within a year or two as a result of economic or social changes, and that they do not measure the spirit of the school, the quality of the teacher's influence, the spirit of service, or the

other important intangible elements which a successful college must have in desirable forms and without which adequate support is of little avail.

Bases for Computations.—

1. Colleges with fewer than 600 students cost more per student for a given type of education or offer a type of education for the same expenditure per student which is inferior to that in colleges of 600 students or more.

2. The better liberal arts colleges which should serve as desirable standards for the Lutheran colleges are spending from $400 to $700 per student per year.

3. At the present time the income from productive endowment should equal about 40 per cent of the total current educational expenses. In line with present tendencies this percentage will be gradually diminished toward the point where the student will bear a larger percentage approaching as a limit 100 per cent.

4. Instruction and instructional supplies should represent 66⅔ per cent of the current educational expense. The overhead departments should represent 33⅓ per cent. Of this 33⅓ per cent, administration and general expenses, the library, and student welfare should represent one-half and the remaining one-half, or 16⅔ per cent of the total, should go to operation and maintenance of the physical plant.

5. In computing the items for instruction, 5 per cent of the money spent for salaries is included for retirement provisions, an equal amount for instructional supplies, and 7 per cent for provisions for sabbatical absences for those holding professorial rank. When these percentages are expressed in terms of percentages of the 66⅔ per cent of the total current expenses going to instruction, they become

Instructional salaries	85.4%
Sabbatical absences	6.0
Retirement provisions	4.3
Instructional supplies	4.3

6. The items under overhead departments are derived as follows: One-half of this goes to the operation and maintenance of the physical plant; the other half to administrative and general provisions as follows: expressed in terms of salaries for adminis-

trative officers, librarians, and student welfare, a sum equal to 5 per cent of this item would be added for retirement provisions, a sum equal to approximately 30 per cent of the cost of salaries is needed for supplies and equipment for administrative offices and library, whereas an additional sum equal to 15 per cent of this item is needed for general expenses and a small contingency fund. When these items are expressed in terms of percentages of the total for overhead, exclusive of operation and maintenance, they become

Salaries	66 2/3%
Retirement	3 1/3
Supplies and equipment	20
General and emergency expense	10
Total	100 %

7. Tuition charges are computed on the basis of supplying 60 per cent of the current educational expenses. Obviously this will make tuition fees larger in the smaller colleges, where the expense per student is heavier and the instruction which the student receives probably more limited. Another way of meeting this situation would be to provide uniform tuition throughout the Lutheran colleges and make up the difference between the amount received from tuition and the current expenses by an increased endowment for the smaller institutions.

8. In computing the number of teachers needed and the salary range possible for these schools, the ratio of 8 teachers to 100 students should be used for the school of 600 enrollment. The ratio should be slightly higher, possibly 9 to 100, in the smaller schools since the class enrollments will be smaller; and slightly less, perhaps 7 to 100, in the larger institutions. The best available statistics would indicate that between 50 per cent and 60 per cent of the faculty would hold the ranks of professor and associate professor if such ranks are used. From 20 to 25 per cent would be assistant professors and the remainder instructors. The salary range for these colleges should be considerably higher than it is at present, with the average salaries for each group also higher. The range for professors' salaries should be at least from $3,000 to $5,000 for ten months with an average salary of about $3,500; the range for assistant professors' salaries should extend from $2,000 to $3,500, with an average of about $2,500;

and the range for instructors' salaries from $1,800 to $2,500, with an average of $2,000.

The above percentages and figures are a composite of the findings and recommendations made in the following studies:

Arnett, Trevor. *College and University Finance.* General Education Board.

Arnett, Trevor. *To What Extent Should College Students Pay the Cost of Their Education?* Proceedings of Association of University and College Business Officers of Eastern States, 1927.

Arnett, Trevor. *How the Financial Needs of an Effective College of One Thousand Students are to Be Met.* Association of American Colleges, Bulletin, February 1927.

Cowling, D. J. *An Analysis of the Financial Needs of a College of Liberal Arts for One Thousand Students.* Association of American Colleges, Bulletin, February 1927.

Greenleaf, W. J. *Expenditures of State Universities and State Colleges, 1924-25.* U. S. Bureau of Education Circular.

Hamilton, F. R. *Fiscal Support of State Teachers Colleges.* Bureau of Publications, Teachers College, Columbia University, New York City.

Phillips, Frank M. *Statistics of Universities and Colleges and Professional Schools, 1925–26.* U. S. Bureau of Education Bulletin, 1927, No. 40.

Reeves, F. W. *What Should Education Cost in an Effective College?* Association of American Colleges, Bulletin, May 1926.

Stevens, E. B. and Elliott, E. C. *Unit Costs of Higher Education.* The Macmillan Company.

Zook, George F., and others. *Survey of Higher Education in Cleveland,* Chapter III and Appendix 8. The Cleveland Foundation Committee, Cleveland, Ohio.

CHAPTER III

STUDENT RECORDS AND THE REGISTRAR'S OFFICE

This chapter will present the situation as it exists in the Lutheran colleges with respect to the registrar's office. It will consider the staff provided and the duties performed. It will also discuss some of the procedures and some of the forms which are used by these officials. The facts concerning the courses actually being given in these institutions will be presented and compared with the courses which were listed in the various college catalogues. A final section will be devoted to statistics concerning the students enrolled in the institutions, the territory from which students come, their religious affiliation, the size and growth of the student body, the distribution of students in the four years of the college course, and the holding power of the college.

The facts presented in this chapter are based upon reports made by the registrar at each institution or, in some cases, by individuals who do not hold the title but who perform the functions of the office. Replies were received from all the institutions. Some of the reports, however, were not complete and in these instances the particular institution does not appear in the tabulations.

Staff

All the colleges except Wagner and Muhlenberg report that there is on the staff an official with the title of registrar. At Susquehanna the individual who held the title of registrar performed the duties relating to the business management of the institution. This institution, however, is conducting a registrar's office, although the individual who does the work does not hold that title but is the dean of the college. It should, therefore, be borne in mind throughout the entire report that these three institutions do not have officers performing the duties of a registrar who are designated by that title.

In every instance the registrar, or the officer performing the work of a registrar, is responsible directly to the president for the

performance of his duties, except in the case of Waterloo where the head of the college is the dean. In only three colleges does the registrar devote full time to the duties of that office. These three institutions are Carthage, Thiel, and Wittenberg. At Gettysburg, Lenoir Rhyne, Midland, Roanoke, Waterloo, and Collegiate the officer reporting indicates that teaching is assigned to claim part of the registrar's time. At Susquehanna and Marion the registrar is also the dean, while at Newberry this individual is dean of the college and also a teacher. At Muhlenberg he is assistant to the president and also treasurer; at Hartwick he is business manager and also teaches; and at Wagner he is dean of the college and a teaching member of the staff. In nine instances, therefore, a member of the instructional staff is expected to carry on the work of the registrar's office and in three of these nine instances at least one other administrative title has been assigned to the same individual. In fact, five of these officers hold at least one administrative title other than that of registrar. The load imposed upon one person is apparently heaviest at Newberry, Muhlenberg, Wagner, and Hartwick, where three or more obligations demand time. It may certainly be stated that the Lutheran colleges are not assigning the functions of this office to persons who have few other responsibilities or who would be likely to have a large amount of uninterrupted time in which to perform the necessary duties of the office.

It is fairly obvious that the minimum essentials relating to student records and student statistics must be cared for in any institution whether a full-time registrar is provided or not. It is difficult to see, however, how these colleges can secure even the minimum services, to say nothing of adequate or extended programs, from individuals who are largely responsible in other administrative and instructional positions. This is particularly true since only three colleges, Gettysburg, Midland, and Wittenberg, report assistant registrars and only three others, Susquehanna, Wittenberg, and Marion report other full-time assistants. In all other cases only part-time workers are listed. It seems only reasonable, therefore, to conclude that the staff provided to perform the work is exceedingly small and that the duties relating to the office have been made more or less incidental in the administrative program of the institution. Gettysburg, Lenoir Rhyne, Midland, Newberry, Susquehanna, Muhlenberg, and Roanoke all enroll a sufficient num-

ber of students to justify the employment of a full-time registrar who shall be responsible to the president for the performance of that large group of duties relating to the handling of and accounting for the student body and also to their advisement. Wagner, Waterloo, Hartwick, Collegiate, Marion, and Saskatoon, also, are probably justified in the provision of a registrar who shall devote at least half of his time to the work of the office. With the possible exception of Wittenberg, Carthage, and Thiel, none of the Lutheran colleges may be said to have a registrar's office with an adequate staff.

Functions and Duties of the Registrar

A functional analysis of the duties of the registrar has been made and presented by F. B. O'Rear in his book, *The Duties of the Registrar.*[1] Each Lutheran institution has been checked with

TABLE 184

Distribution of Duties of Registrar, Checked by Colleges

College	Registrar Only	Registrar and Some Other Official or Officials	Some Other Official or Officials	Not Done	Not Answered	Per Cent Performed by Registrar
Carthage	13	11	5	1	--	80.0%
Gettysburg	14	3	12	1	--	56.66
Lenoir Rhyne	18	5	5	2	--	76.66
Midland	16	5	4	4	1	70.0
Newberry	23	2	3	1	1	83.33
Susquehanna	--	--	27	2	1	0
Thiel	16	3	7	2	2	63.33
Wittenberg	17	5	7	1	--	73.33
Muhlenberg	--	--	28	1	1	0
Roanoke	22	1	4	2	1	76.66
Wagner	--	--	25	2	3	0
Waterloo	18	--	9	2	1	60.0
Hartwick	20	1	1	2	6	70.0
Collegiate	9	4	13	2	2	43.33
Marion	17	3	7	1	2	66.66
Saskatoon	10	1	9	8	2	36.66
Total	213	44	166	34	23	--

[1] O'Rear, F. B., *The Duties of the Registrar.* Inland Printing and Binding Company, Springfield, Mo., 1925.

regard to performance of the units listed in that book. Table 184 gives the results of this check and indicates in whose jurisdiction the various duties fall in the colleges under consideration. Table 185 is a summary of Table 184 by total numbers rather than by individual colleges, recording whether the duty is performed by the registrar's office, whether other officers or a committee assist,

TABLE 185

DISTRIBUTION OF DUTIES OF REGISTRAR, CHECKED BY UNITS

UNIT DUTIES*	REGISTRAR ONLY	REGISTRAR AND SOME OTHER OFFICIAL OR OFFICIALS	SOME OTHER OFFICIAL OR OFFICIALS	NOT DONE	NOT ANSWERED
1	--	2	12	2	--
2	9	2	5	--	--
3	11	--	5	--	--
4	8	2	5	--	1
5	12	--	4	--	--
6	3	1	8	3	1
7	3	5	8	--	--
8	4	1	9	2	--
9	9	2	4	1	--
10	2	--	3	10	1
11	13	--	3	--	--
12	5	4	5	1	1
13	3	--	11	1	1
14	3	9	4	--	--
15	11	--	2	2	1
16	13	--	3	--	--
17	13	--	3	--	--
18	11	--	5	--	--
19	7	--	8	1	--
20	5	1	8	2	--
21	7	--	9	--	--
22	13	--	3	--	--
23	13	--	3	--	--
24	1	--	3	--	12
25	11	--	4	--	1
26	4	2	10	--	--
27	1	1	5	9	--
28	9	--	4	--	3
29	6	6	3	--	1
30	3	6	7	--	--
Total	213	44	166	34	23

* See Table 186.

TABLE 186

MANNER OF PERFORMANCE OF DUTIES OF THE REGISTRAR

UNIT DUTIES	CARTHAGE	GETTYSBURG	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG
Distribute available scholarships to students	Registrar and scholarship committee	President	President	Not done	President	Scholarship committee	President and executive secretary	President and scholarship committee
Admit students to the school by certificate	Registrar and committee on admission	Registrar and committee of 3 professors	Registrar	Registrar	Registrar	Dean	Registrar	Registrar
Maintain a file of admission records	Registrar	Registrar	Registrar	Registrar	Registrar	Dean	Registrar	Registrar
Allow correct amount of credit for work done in other schools	Registrar and committee on admission	Committee on advanced standing	Registrar	Registrar	Registrar and faculty committee	Dean	Not answered	Registrar
Maintain a file of advanced standing records	Registrar	Registrar	Registrar	Registrar	Registrar	Dean	Registrar	Registrar
Admit students by examination	Registrar and president, but examination for entrance is rare	Committee on admission	Registrar	Not done often	Dean and faculty	Not done	Committee on admission	Registrar
Provide a workable time schedule of courses to be offered	Registrar and schedule committee	Schedule committee	Registrar and course committee	Registrar and professor if adjustment is necessary	Registrar	Dean	Schedule committee and dean	Registrar and dean

Provide a workable room schedule for classes	Registrar and schedule committee	Schedule committee	Committee	Not done	Registrar	Dean	Schedule committee	Registrar
Register students for work in the college	Registrar	Faculty committee	Registrar	Registrar	Registrar	Dean	Registrar	Registrar and dean
Register students by mail	Not done	Not done	Not done	Not done	Not done	Dean (only in summer session)	Not done	Not done
Correct all errors of registration ..	Registrar	Registrar	Registrar	Registrar	Registrar	Dean	Registrar	Registrar
Provide a directory of staff and students	Y.M.C.A. and Y.W.C.A.	Registrar and dean	Registrar and secretary to president	Registrar and faculty (for students only)	Registrar	Dean	Registrar (catalogue and student file)	Registrar and student organization
Grant permission for excess schedules of work	The senate	Curriculum committee	Not done (no special number specified)	Adviser and dean	Faculty	Course adviser	Dean	Executive committee
Change students' schedules	Registrar and senate	Registrar and curriculum committee	Registrar and course committee	Registrar, dean and professor concerned	Registrar and dean	Dean and course adviser	Registrar and dean	Registrar and class adviser
Provide course cards for instructors	Registrar (made out by students)	Registrar (makes list of enrolled students)	Registrar (makes list of enrolled students)	Registrar	Registrar (makes list of enrolled students)	Instructor gets enrollment on registration day	Registrar (makes list of enrolled students)	Registrar (class tickets used 5 weeks when registrar makes list of enrollment)

TABLE 186 (*Continued*)

Unit Duties	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg
Keep record of withdrawals	Registrar	Registrar	Registrar	Registrar	Registrar	Dean	Registrar	Registrar
Advise students								
Maintain student academic records	Registrar	Registrar	Registrar	Registrar	Registrar	Dean	Registrar	Registrar
Check on the attendance of students	Dean	Dean of men and scholastic committee	Registrar	Registrar (no cuts)	Registrar (no cuts)	Dean (no cuts)	Registrar	Registrar
Keep record of presence of instructors	Registrar (is also secretary of faculty)	Registrar (is also secretary of faculty)	Secretary of faculty	President	Registrar	Secretary of faculty	Secretary of faculty	Registrar
Check the academic standing of students	Registrar	Dean	Registrar	Registrar	Registrar	Dean	Registrar	Dean
Provide a workable schedule of final examinations	Examination committee	Schedule committee	Committee	Registrar	Registrar	Dean	Registrar	Registrar
Secure permanent records of student grades	Registrar	Registrar	Registrar	Registrar	Registrar	Dean	Registrar	Registrar
Distribute reports on student grades	Registrar	Registrar	Registrar	Registrar	Registrar	Dean	Registrar	Registrar
Permit the removal of delayed, incomplete, or deficient marks ...	Dean	Dean of men and scholastic standing committee	Registrar					Executive committee

Check students for graduation ...	Registrar	Registrar	Registrar	Registrar	Registrar	Dean	Registrar	Registrar
Provide certificates, diplomas, degrees	Registrar and president	Registrar	Registrar	President, secretary, and board of trustees	Registrar	Bursar and dean	Registrar and president	President and dean
Handle the placement of graduates	Registrar and business manager	Dean	President	Professor of education	Registrar	Not done	Not done	Placement bureau
Maintain alumni records								
Provide duplicates of certificates, diplomas, degrees								
Supply transcripts of student records	Registrar	Registrar	Registrar	Registrar	Registrar	Dean	Registrar	Registrar
Prepare statistical data								
Prepare official reports	Registrar and president and catalogue committee	Registrar	Registrar and catalogue committee	Registrar and catalogue committee	Registrar	Dean (part concerning regulations and schedule)	Registrar and catalogue committee	Registrar and catalogue committee
Direct the preparation of the college catalogue	Registrar, president and business manager	Registrar	Registrar and committee	Registrar and catalogue committee and treasurer	Registrar	Dean and president	Catalogue committee	Catalogue committee, editor, and business manager
Handle the mail pertaining to the office								
Maintain an information service ..								

TABLE 186 (*Continued*)

Unit Duties	Muhlenberg	Roanoke	Wagner	Waterloo	Hartwick	Collegiate	Marion	Saskatoon
Distribute available scholarships to students	President and treasurer	Secretary	Synod	Faculty and dean	President	Principal	Registrar and president, executive committee of Alumnae Association	Not done
Admit students to the school by certificates	Assistant to the president	Registrar	Dean	Registrar	Registrar	Committee on entrance	Registrar	Provincial standards govern this
Maintain a file of admission records	Assistant to the president	Registrar	President's office	Registrar at university	Registrar	Principal	Registrar	Principal
Allow correct amount of credit for work done in other schools	Assistant to the president	Registrar	Faculty	Registrar on basis of university standards	Registrar	Committee on entrance	Registrar	Registrar
Maintain a file of advanced standing records	Assistant to the president	Registrar	President's office	Registrar	Registrar	Principal	Registrar	Registrar
Admit students by examination	Assistant to the president	Registrar	Faculty	Department examiners	Not answered	Committee on entrance (but examination is rare)	Heads of departments	Not done
Provide a workable time schedule of courses to be offered	Assistant to the president	Registrar	Faculty	University of Western Ontario and dean	Registrar	Committee on course of study and committee on recitation schedule	Registrar and faculty committee	Faculty and principal

Provide a workable room schedule for classes	Assistant to the president	Registrar	Dean	Dean	Registrar	Principal	President	Not done
Register students for work in the college	Assistant to the president	Registrar	Dean	Registrar	Registrar	Registrar and principal	Registrar	Not done
Register students by mail	Assistant to the president	Not done	Dean	Not done	Not answered	Not done	Registrar	Registrar
Correct all errors of registration	Assistant to the president	Registrar	Dean	Registrar	Registrar	Registrar	Registrar	Registrar
Provide a directory of staff and students	Assistant to the president	Secretary (for student body only)	Dean	Registrar	Not answered	Registrar	Registrar	Not done
Grant permission for excess schedules of work	Assistant to the president	Registrar	President or dean	Registrar	Registrar	Committee on entrance	Dean	Not answered
Change students' schedules	Assistant to the president	Registrar	Dean	Registrar	Registrar	Registrar and faculty	Dean	Registrar and principal
Provide course cards for instructors	Not done (in process of change)	Registrar (makes list of enrolled students)	Not done	Registrar (makes list of enrolled students)	Not answered	Faculty make enrollment list	Registrar (makes list of enrolled students)	Registrar (informs instructor but does not say how)
Keep record of withdrawals	Assistant to the president	Registrar	Dean	Registrar	Registrar	Registrar	Registrar	Registrar
Advise students								
Maintain student academic records	Assistant to the president	Registrar	Dean	Registrar	Registrar	Registrar	Registrar	Registrar

TABLE 186 (*Continued*)

Unit Duties	Muhlenberg	Roanoke	Wagner	Waterloo	Hartwick	Collegiate	Marion	Saskatoon
Check on the attendance of students	Assistant to the president	Registrar	Dean	Registrar	Registrar (no cuts)	Registrar	Registrar	Registrar
Keep record of presence of instructors	Instructors report absences to the office	Dean	Secretary of faculty	Dean	Registrar (at faculty meetings)	Registrar	Registrar	Not done
Check the academic standing of students	Student body rules	Dean and registrar	Dean and faculty	Dean and faculty	Not done	Faculty	Faculty	Not done
Provide a workable schedule of final examinations	Dean	Registrar	Dean	A university committee	Registrar	Registrar	Faculty committee	Principal
Secure permanent records of student grades	Assistant to the president	Registrar	Dean	Registrar	Registrar	Registrar	Registrar	Registrar
Distribute reports on student grades	Assistant to the president	Registrar	Dean	Registrar	Registrar	Registrar	Registrar	Registrar
Permit the removal of delayed, incomplete, or deficient marks								
Check students for graduation	Assistant to the president	Registrar	Not answered	University registrar	Registrar	Faculty	Registrar	Principal
Provide certificates, diplomas, degrees	Treasurer	Dean and president	Secretary of faculty and president	University	Registrar	Principal	President	Principal

Handle the placement of graduates	Professor of education for teachers Y.M.C.A.	Not done	Not done	Not done	Not done	Not done	Not done	Not done
Maintain alumni records								
Provide duplicates of certificates, diplomas, degrees								
Supply transcripts of student records	Assistant to the president	Registrar	Dean	Registrar	Not answered	Not answered	Not answered	Principal
Prepare statistical data								
Prepare official reports	Assistant to the president	Registrar	Not answered	Registrar	Registrar	Registrar and principal	Registrar	Principal
Direct the preparation of the college catalogue	Assistant to the president and treasurer	Registrar	President	Dean	Registrar and president	Registrar and principal	Registrar and president	Principal
Handle mail pertaining to the office								
Maintain an information service ..								

whether the performance is entirely outside of the jurisdiction of the registrar, or whether it is omitted entirely by the institution. Table 186 is a similar summary, unit by unit. These three tables report on those 30 units for which information was available. Data were lacking on six units. It is important that each of the duties be performed by some agency within the college. It is desirable that the duties be closely coördinated, with the registrar participating in their performance. It is even more desirable that these related functions be concentrated in one office under the direction of an individual whose specific duty it is to provide for their effective performance. It will be noted from the following paragraphs that wide variations occur with respect to the organization for the carrying on of the registrar's work.

Distribution of Scholarships.—The registrars report that the distribution of scholarships is performed by other officials in all except two of the institutions. In these two the registrar has some responsibility but is assisted by a committee in the performance of the task. Carthage and Marion are the two institutions in which the registrar has some share in this work.

Admission by Certificate.—Nine of the colleges assign the problem of admission by certificate to the registrar primarily. Two others, Carthage and Gettysburg, provide a committee to assist, and the other five institutions, Susquehanna, Muhlenberg, Wagner, Collegiate, and Saskatoon, indicate that this duty is performed by another officer.

File of Admission Records.—All except Susquehanna, Muhlenberg, Wagner, Waterloo, and Saskatoon delegate the maintenance of admission record files to the registrar. At Waterloo the file is maintained at the University of Western Ontario, with which institution Waterloo College is affiliated.

Evaluation of Admission Credits.—At ten of the institutions the registrar is responsible wholly or in part for the evaluation of admission credits. One institution (Thiel) did not furnish information. The remaining five assign the task to some other official or to a committee. These five institutions are Gettysburg, Susquehanna, Muhlenberg, Wagner, and Collegiate.

File of Advanced Standing Records.—All except Susquehanna, Muhlenberg, Wagner, and Collegiate report that the maintenance of a file of advanced standing records is handled by the registrar. These four name some other office as responsible for such records.

Admission by Examination.—Only three of the colleges, Lenoir Rhyne, Wittenberg, and Roanoke, hold the registrar primarily responsible for admission by examination. Carthage assigns some responsibility for the work; Midland, Susquehanna and Saskatoon report that this is not done; Hartwick did not furnish information concerning the question. The other eight institutions, half of the group, assign the duty to a committee or to some official other than the registrar.

Schedule of Courses.—Newberry, Roanoke, and Hartwick hold the registrar primarily responsible for the schedule of courses, while Carthage, Lenoir Rhyne, Midland, Wittenberg, and Marion place the function jointly in the hands of the registrar and some other officer. The other institutions assign the work wholly outside the registrar's office.

Schedule of Rooms.—Two of the colleges, Midland and Saskatoon, report that they have no formal schedule of rooms. Newberry, Wittenberg, Roanoke, and Hartwick report that the registrar's office provides the room schedule; Carthage assists the registrar with a schedule committee; while the other nine institutions leave the matter in the hands of some individual or group outside of the registrar's office.

Registration.—Saskatoon reports that it does not formally register students, presumably indicating that the enrollment is so small that actual registration is not necessary there. Gettysburg, Susquehanna, Muhlenberg, and Wagner indicate that the work of registration is handled by some other official than the registrar. Wittenberg and Collegiate divide the responsibility between the registrar and another official; and the other nine institutions assign the duty to the office of the registrar primarily.

Mail Registration.—Ten of the colleges state that mail registration is not permitted, and one does not answer the question. Only two, Marion and Saskatoon, state that the registrar is responsible for the work, while Susquehanna, Muhlenberg, and Wagner permit mail registration but assign it to another officer.

Correction of Registration Errors.—All except three of the colleges make the registrar primarily responsible for the correction of registration errors. Susquehanna, Muhlenberg, and Wagner assign it to another officer.

Staff and Student Directories.—Very great diversity is shown with regard to the furnishing of staff and student directories.

Newberry, Thiel, Waterloo, Collegiate, and Marion report that the registrar furnishes such directories. Gettysburg, Lenoir Rhyne, Midland, and Wittenberg indicate that some other agency coöperates with the registrar's office. Saskatoon replies that no directories are furnished, and Hartwick gives no answer to the question.

Excess Schedules.—Lenoir Rhyne does not permit students to carry excess schedules of work. Saskatoon did not reply to the question. Of the remaining fourteen institutions only three, Roanoke, Waterloo, and Hartwick, indicate that the registrar has any responsibility for granting permission to carry extra work.

Changing of Schedules.—At Roanoke, Waterloo, and Hartwick the registrar's office has primary responsibility for the changing of schedules. This duty is definitely assigned to the registrar and some other official in all institutions except Susquehanna, Muhlenberg, Wagner, and Marion. These four institutions place the work entirely in another office.

Course Cards.—It is the registrar's duty to provide course cards or course lists at eleven of the institutions. Susquehanna and Collegiate imply that the instructors themselves prepare the course lists, Wagner and Muhlenberg report that the duty is not performed at all (although Muhlenberg is planning certain changes in this respect). Hartwick did not furnish data.

Record of Withdrawal.—Susquehanna, Muhlenberg, and Wagner are the only three institutions at which the registrar is not primarily responsible for a record of withdrawals from the institution. At these three institutions the duty is assigned to another officer.

Student Academic Records.—Susquehanna, Muhlenberg, and Wagner are likewise the only three institutions at which the registrar is not charged with the maintenance of student records. As has been pointed out, these are the three institutions at which other officers perform most of the duties of the registrar. Records are maintained by these other officers.

Checking Student Attendance.—Eleven institutions hold the registrar responsible for checking student attendance; the other five refer the work to other officers. The colleges at which some other officer performs the function are Carthage, Gettysburg, Susquehanna, Muhlenberg, and Wagner.

Record of Instructors' Absences.—A record of the presence

or absence of the instructors is kept by the registrar in seven of the institutions—Carthage, Gettysburg, Newberry, Wittenberg, Hartwick, Collegiate, and Marion. No record is kept at Saskatoon, and the other eight institutions handle the matter through other offices or individually.

Checking Academic Status of Students.—Carthage, Lenoir Rhyne, Midland, Newberry, and Thiel are the only colleges at which the registrar is held primarily responsible for checking the academic standing of students. At Roanoke the dean and the registrar are both considered responsible. At all of the other institutions except Hartwick and Saskatoon, where no check is reported, the duty is performed by some other officer or by a committee.

Schedule of Final Examinations.—Midland, Newberry, Thiel, Wittenberg, Roanoke, Hartwick, and Collegiate expect the registrar to prepare the examination schedule. All of the other institutions place this function in the hands of others.

Records of Student Grades.—All the colleges except Susquehanna, Muhlenberg, and Wagner, where other officers are serving as registrars, report that this duty is assigned to the registrar's office.

Reports on Student Grades.—The three institutions mentioned in the preceding paragraph are the only ones which do not state that the registrar is responsible for grade reports.

Removal of Deficiencies.—Twelve of the sixteen institutions fail to reply to the question. Lenoir Rhyne states that the registrar is in charge of the process; and Carthage, Gettysburg, and Wittenberg name some other officer or a committee.

Checking Students for Graduation.—Eleven of the colleges hold the registrar responsible for this task; four—Susquehanna, Muhlenberg, Collegiate, and Saskatoon—assign the duty to some other officer, and Wagner furnishes no reply to the question.

Certificates, Diplomas, and Degrees.—These are prepared outside the registrar's office in ten of the sixteen institutions. At Carthage and at Thiel the registrar has some responsibility in this direction, and at Hartwick, Gettysburg, Lenoir Rhyne, and Newberry his office is primarily responsible for providing these documents.

Placement of Graduates.—Only seven of the institutions report that regular placement of graduates is attempted. At Newberry

the registrar is primarily responsible and at Carthage the registrar and business manager share the responsibility. Gettysburg, Lenoir Rhyne, Midland, and Muhlenberg handle the duty in another office or by individual professors, while Wittenberg provides a regular placement bureau outside the registrar's office.

Transcripts of Records.—Hartwick, Collegiate, and Marion did not furnish data on this point. Susquehanna, Muhlenberg, Wagner, and Saskatoon state that some other office prepares the transcripts.

Preparation of Official Reports.—The registrar is either primarily or partly responsible for the preparation of official reports at all the institutions except Susquehanna, Muhlenberg, and Saskatoon. Wagner did not indicate who is responsible for this duty.

Preparation of the College Catalogue.—Gettysburg, Newberry, and Roanoke report that the registrar is primarily responsible for the college catalogue while Carthage, Lenoir Rhyne, Midland, Hartwick, Collegiate, and Marion indicate that the registrar shares the responsibility with other officials or a committee. The other seven institutions assign this duty entirely outside of the registrar's office.

Each of the sixteen institutions has been checked with respect to thirty units of work and the results reported for each unit in the preceding paragraphs. In the 480 cases thus considered, 23 instances occur in which answers were not made, and 34 cases occur in which the function is apparently not performed anywhere in the institution. In the remaining 423 cases the function is performed by the registrar's office primarily in 213, by the registrar's office in coöperation with assisting individuals in 44, and by other agencies in 166 instances. Therefore, the registrar is primarily responsible for about 50 per cent of these functions, is either primarily or partly responsible for about 61 per cent, and has no responsibility in the remaining 39 per cent. Other officers, faculty members, or committees are therefore handling approximately 39 per cent of the duties which should be assigned to the registrar's office.

So far as the individual colleges are concerned, the registrars are performing the following percentages of the duties discussed, including both those functions for which they are primarily responsible and those for which they have certain joint obligations: Newberry 83.3%, Carthage 80%, Lenoir Rhyne and Roanoke

76.6% each, Wittenberg 73.3%, Midland and Hartwick 70% each, Marion 66.6%, Thiel 63.3%, Waterloo 60%, Gettysburg 56.6%, Collegiate 43.4%, and Saskatoon 36.6%. Susquehanna, Muhlenberg, and Wagner do not appear in this list since the dean at Susquehanna, the assistant to the president at Muhlenberg, and the dean at Wagner perform a large number of the registrar's duties. No college presents a higher percentage than 83.3% and the median is approximately 65%.

If functions in which other officers participate are excluded and consideration is devoted only to those duties assigned to the registrar's office primarily these percentages will be still further reduced at all the institutions except Waterloo. The percentages figured upon this basis are: Newberry 76.6%, Roanoke 73.3%, Hartwick 66.6%, Lenoir Rhyne and Waterloo 60% each, Wittenberg and Marion 66.6% each, Midland and Thiel 53.3% each, Gettysburg 46.6%, Carthage 43.3%, Saskatoon 33.3%, and Collegiate 30%. So far as a completely organized, autonomous, and unified registrar's office is concerned, none of the colleges ranks higher than 76.6% even on the restricted list of thirty units included in this study. The median is approximately 53%. It seems only fair to conclude, therefore, that these offices are operating with an efficiency somewhere between 50% and 65% so far as scope of duties is concerned.

Admissions.—The systems of admission used in the Lutheran colleges have been examined in the light of suggestions made by Clarence Linton in his study of the problems involved in the admission of students as candidates for degrees.[2] The matter of responsibility for admission, the question of formal application, and the credentials required of students have been considered.

Twelve of the colleges assign primary responsibilities for the evaluation of entrance credentials to one individual. Three of the colleges, Carthage, Gettysburg, and Collegiate, indicate a committee for this purpose. Saskatoon is governed by the provincial standards in admitting all students. So far as admission for advanced standing is concerned, these colleges follow the same procedure as in the case of secondary credentials, with the exception of Newberry and Wagner. These two institutions indicate that

[2] Linton, Clarence, *A Study of Some Problems Arising in the Admission of Students as Candidates for Professional Degrees in Education*, Bureau of Publications, Teachers College, Columbia University, 1927.

a committee, instead of the individual who passes upon secondary work, is charged with the handling of advanced standing.

In the study by Dr. Linton the recommendation is made that formal application should be required of all applicants at some date prior to the actual opening of the session which the prospective student expects to attend, with adequate provision, however, for the admission of qualified individuals who for some reason fail to comply with the request for advance application. All the Lutheran colleges except Hartwick indicate that a formal application blank has been prepared and is now in use, although Wittenberg indicates that candidates are not always required to make use of this form. Hartwick reports that a suitable blank is now in process of preparation. Therefore, so far as formal application is concerned, the Lutheran colleges follow the accepted procedure outlined by Dr. Linton.

This same study recommends that the following credentials be required as a minimum from every candidate for admission:

1. An official transcript of the work completed at each of the institutions previously attended, including both secondary and college work.
2. Some evidence of good moral character.
3. Evidence of physical fitness.
4. Evidence of intellectual fitness.
5. A personal interview whenever possible.

All but four of the institutions definitely state that an official record of the work completed from each institution previously attended is required of candidates for admission. Wagner indicates that the students themselves fill out a card stating the institutions in which work has been done but apparently this college does not require official records prior to admission. Hartwick did not furnish data concerning this question; Saskatoon and Collegiate did not indicate specifically that the high school record is demanded.

Newberry, Susquehanna, Thiel, and Marion provide on the blank which is filled out by the high school principal a statement to which the principal testifies concerning the moral character of the applicant. Thiel places the following statement on the application blank in addition to the principal's certificate:

> The applicant should have his pastor ..... send to the registrar a letter covering the character ..... of the applicant.

Apparently none of the other institutions require such certificates or make any investigation concerning the character of the prospective student.

Thiel and Collegiate also include in the statement quoted above the request that a registered physician certify to the physical condition of the applicant. Roanoke, on the confidential report which the high school principal fills out, includes questions concerning physical vitality. At Wagner the student himself is asked to state on the card which he fills out at the time of his initial registration whether or not he has any "organic troubles." None of the colleges have a specific blank to be filled by a physician, asking specific questions concerning the physical condition of the prospective student. Moreover, as indicated in the section of the survey devoted to physical education, health, and athletics, Muhlenberg, Thiel, Roanoke, and Gettysburg are the only colleges reporting rooms and equipment at the college for the physical examination of students. These four colleges, as well as Newberry and Wittenberg, also report physical examinations. None of these institutions, however, are making use of the information which is gathered.

Carthage, Lenoir Rhyne, Roanoke, Waterloo, Collegiate, and Saskatoon indicate that personal interviews are held. Newberry, Wittenberg, and Wagner add this requirement only in cases where the fitness of the applicant is doubtful, as judged from the records submitted. Midland reports that an interview is not required but is sometimes held. Thiel and Hartwick furnish no reply to this question.

So far as evidence of intellectual fitness is concerned, particularly as determined by psychological tests, subject matter tests, or other examinations, it may be noted that Gettysburg, Wittenberg, and Muhlenberg reply in the affirmative. Gettysburg adds, however, that the test results obtained from freshmen are not used for any purpose later. Muhlenberg indicates that an oral examination in English and psychological tests were administered first in 1927. Collegiate and Saskatoon also report certain examinations. None of the other colleges indicate any procedure whatever in this direction.

It seems generally correct to state that the process of selection is nowhere rigid and that the information secured concerning the individuals who apply for admission is for the most part exceed-

TABLE

PERMANENT

INFORMATION NECESSARY	CARTHAGE	GETTYSBURG	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA
Name in full and class	*	* †	* †	* †	* †	* †
Home address	*	* †	* †		* †	* †
Date and place of birth	* †	* †	* †		* † not place	* †
Church affiliation	*	* †	* †		* †	*
Name of parent or guardian	* †	* †	* †		* †	* †
Address of parent or guardian	* †	* †	* †		* †	* †
Occupation of parent or guardian	* †	*				* †
Preparatory school						
Name and address of preparatory school	* †	* †	† *	* † not address	* †	* †
Name and address of other schools	* †		* †		*	
Preparatory subjects						
(1) Value in units or hours	* †	* †	*	*	* †	* †
(2) Credit for certification	*					* † Meth. of admission
(3) Credit for examination						† Meth. of admission
(4) Conditions when removed		* †	* †		* †	* †
Subjects and grades for advanced standing	* † no grades	* †				* †
College data						
College	* †	* †		* †	* †	* †
Courses	*	* †				* †
Degrees	* †	* †		* †	* †	* †
Date of matriculation		* †	* †	* †	* †	* †
Date of graduation	* †	* †	* †	* †	* †	* †
Date of withdrawal			* †	* †		
Honors, grades		* †			* †	* †
Scholarships, loans, etc.						
Non-academic honors					* †	
No. of each subject course	* †	* †	* †	* †		
Hours per week	* †	* †	* †	* †		* †
Credit obtained	* †	* †	* †	* †	* †	* †
Brief statement of major and minor subjects	* †	* †				
Matters of discipline		* †			* †	* †

* Data found on *some* permanent record form.
† Data found on a single permanent record form.

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RECORDS

THIEL	WITTENBERG	MUHLENBERG	ROANOKE	WAGNER	WATERLOO	HARTWICK‡	COLLEGIATE††	MARION	SASKATOON**
* †	* †	* † class but not name	* †	* †	* †			* †	
* †	* †	* †	*	*	* †			* †	
* †	* † not place	*	* † not place		* †			* † not place	
* †	* †	*	*	*	* †			*	
* †	* †	* †	*		* †			* †	
* †		* †	* †		* †			* †	
* †		*			* †				
* †	* †	*	* †		* †			*	
* †					* †				
* †	* †	*	* †					* †	
†		*	* †		* †			* †	
†			* †					* †	
* †		* †	* †		* †			* †	
* †					* †			* †	
* †	* †		* †	* †	* †			* †	
* †		* †			* †			*	
* †		* †			* †				
* †	* †		* †		* †			* †	
* †	* †				* †				
* †								* †	
		* †			* †				
					* †				
		* †							
* †	* †		* †	* † description of course	* †				
* †	* †		* †	* † description of course	* †			* †	
* †	* †	* †	* †	* †	* †			* †	
* †	* †		* †		* †				

‡ No records submitted.
†† No records submitted except term report.
** No records kept more than ten years.

ingly meager. It must of course be noted also that most of these institutions are undertaking to increase the size of their enrollment since they are, with two exceptions, below the size necessary for most effective and economical administration. They are therefore not faced with the necessity of excluding applicants for administrative reasons but are rather confronted with the urge to accept every individual who seeks to enter, whenever the minimum essentials of prerequisite secondary work can be presented. These facts do not, however, relieve these institutions of the responsibility for securing as complete and accurate data as possible concerning all students so that more effective guidance may be given at the outset of the college course. It is undoubtedly true that this phase of activity has been largely neglected in the registrar's offices of these institutions.

Records and Forms.—Each institution was requested to furnish copies of all forms used in the registrar's office. The permanent records which are kept for each individual student have been carefully checked against the list of data prepared by the American Association of Collegiate Registrars and adopted at the Twelfth Meeting in 1924. Table 187 lists in the first column the items of information which this body deems essential, and the forms from each college have been checked to see whether the specified data are found on any one of the permanent record cards and whether all of these essential items have been gathered together on one single form.

The permanent records should include the student's full name, his class, his home address, the date and place of his birth, his church affiliation, and the name, address, and occupation of his parents or guardian. Waterloo and Thiel are the only colleges where all of this information is indicated on a permanent record card. Carthage and Muhlenberg have no specified place for the student's name on his permanent record. Obviously the name is placed somewhere on the card but the space is not specified on the forms furnished. The student's home address is not listed on the permanent record at Carthage, Roanoke, Wagner, and Midland although it is to be found on some other record card except in the case of Midland, where it is apparently not recorded at all. Wagner and Midland do not record the date and place of birth on any record and Muhlenberg does not provide for such record on the permanent central form. Newberry, Wittenberg,

Roanoke, and Marion record the date but not the place of birth. Although these institutions are denominational colleges, the forms furnished show no permanent record of religious affiliation at Midland, and no record on the central record card at Carthage, Susquehanna, Muhlenberg, Roanoke, Wagner, and Marion. It is probable that these facts are gathered at each of the institutions, but permanent record is apparently not made. Roanoke and Wagner are the only two colleges which do not enter the name of the student's parents or guardian on the permanent record card. At Roanoke this item is found on other forms but at Wagner apparently no entry of these facts is made. Forms from Wittenberg and Wagner do not show the address of parents or guardian, and these two colleges as well as Lenoir Rhyne, Newberry, Roanoke, and Marion show no record of the parents' occupations. Muhlenberg does not show any of this information on the permanent record form. Hartwick, Collegiate, and Saskatoon failed to return the set of blanks requested and there is therefore no means of checking records from these institutions.

The items which the American Association of Collegiate Registrars includes as essential information concerning the preparatory work are also included and checked in Table 187. The most outstanding omission is observed at Wagner where apparently no record is made of preparatory work done at any institution other than Wagner. Muhlenberg and Marion do not record the name and location of the school where the preparatory work was done. Waterloo does not record the value in units of the preparatory subjects, while Lenoir Rhyne, Midland, and Muhlenberg obtain this item on entrance blanks but do not transfer it to any permanent record forms. Roanoke and Marion are the only two colleges in which credit for examination is recorded. Carthage, Midland, and Wittenberg ignore entirely the data concerning conditions as well as the facts showing how and when they are removed. Only six of the colleges—Carthage, Gettysburg, Susquehanna, Thiel, Waterloo, and Marion—incorporate in the record the subjects which students have offered as advanced standing at the time of admission. In general, then, there are numerous omissions of data relating to both the secondary and the college work accepted for entering students.

Specific facts concerning the work of the student in the college itself are more uniformly recorded, although certain important

items are omitted. For example, Lenoir Rhyne and Muhlenberg omit the name of the college from the record form and Lenoir Rhyne, Midland, Newberry, Wittenberg, Roanoke, and Wagner do not record the course or curriculum which the student is pursuing. Forms submitted by Lenoir Rhyne, Wittenberg, and Roanoke show no record of the degree received. Wagner and Marion omit this item also because they are not at present degree-granting institutions. The date of matriculation is missing from the forms submitted by Carthage and Muhlenberg, and the latter institution as well as Roanoke, Wagner, and Marion, does not record the date of graduation. Lenoir Rhyne, Midland, Thiel, and Marion are the only institutions whose forms show space for record of withdrawals. Information concerning honors, scholarships, and loans is recorded only at Gettysburg, Newberry, Susquehanna, Muhlenberg, and Waterloo. Even these institutions do not provide space for all of these items. Newberry and Muhlenberg do not record the number of each course nor the hours per week devoted to it, while Marion and Susquehanna indicate hours per week but fail to list the course number on the record. Statements concerning majors and minors are entirely omitted except at Carthage and Gettysburg. Half of the colleges include records of matters of discipline, while the other eight institutions provide no place for these data. The exact facts concerning each college with respect to all of these items may be discovered from an inspection of Table 187. It is sufficient to note here that the omissions are numerous, varied, and in many instances of sufficient importance to warrant the revision of record forms.

Only five of the institutions have an official form on which transcripts of student records are sent out from the college. Thiel, Wittenberg, Muhlenberg, Roanoke, and Saskatoon furnish such a blank. Lenoir Rhyne uses the transcript of the North Carolina State Board of Education but has no official blank other than this. Table 188 lists in the first column the items of information which are considered essential by the American Association of Collegiate Registrars, and the colleges have been checked with respect to each item. Thiel does not show the method and date of admission on the transcript nor the total number of credits required for graduation. A key to the grading system is lacking from the Thiel transcript, as is also the name of the college itself. Wittenberg uses a transcript form which does not contain the name

TABLE 188

TRANSCRIPTS

INFORMATION NECESSARY	THIEL	WITTENBERG	MUHLENBERG	ROANOKE	SASKATOON†
Name of college or university			*	*	*
Date of transcript	*	*	*	*	*
Full name of applicant	*	*	*	*	*
Home or permanent address	*	*		*	
Method and date of admission ...		*	*	*	
				not date	
Present status (honorably dismissed)	*	*	*	*	
Entrance units (enumerated) and sources	*		*	*	
Total number of credits required for graduation		*			
College work:					
Department name and course number	*	*	*	*	
Descriptive title of course	*	*	*	*	*
Semester or term hours	*	*	*	*	
Grade	*	*	*	*	*
Years of attendance	*	*	*		*
Total number of credits earned ...	*	*	*		
Key to grading system		*	*	*	*
Signature of certifying officer	*	*	*	*	*

† Transcript is called "certificate of promotion."
* Data found on transcript form.

of the college, nor enumerate the entrance units, nor give their source; but it does contain the other items of information. Muhlenberg does not include the home or permanent address on the transcript and does not state the total number of credits required for graduation from that institution. Roanoke does not give the date of admission, the total number of credits for graduation, the years of attendance, or the total number of credits earned by the student. Saskatoon uses a blank which is called a certificate of promotion from which half of the items are omitted. Hartwick and Collegiate did not furnish these forms.

So far as permanent records are concerned, then, the Lutheran institutions may be ranked in terms of the percentages of these data provided on the single main permanent record. Of the twenty-eight desired items the permanent records at Thiel include 85.7%, at Waterloo 82.1%, at Gettysburg and Susquehanna 75%, at Newberry 60.7%, at Carthage, Lenoir Rhyne, and Marion

53.6%, at Wittenberg and Roanoke 50%, at Midland and Muhlenberg 35.7%, and at Wagner 17.9%. None of the institutions furnished records including more than 86% of the information considered absolutely essential by the American Association of Collegiate Registrars, and the median is approximately 54%. In other words, eight of these institutions are using permanent record blanks which contain little more than half of the essential data.

So far as transcripts are concerned it has already been pointed out that only five of the sixteen institutions furnished copies of a regular transcript form. Of these five, Wittenberg and Muhlenberg presented blanks containing 87.5 per cent of the information considered essential by the American Association of Collegiate Registrars for transcript blanks. Roanoke showed 81.2 per cent, Thiel 75 per cent, and Saskatoon 50 per cent of the desired information. The other eight institutions which furnished some information but did not send transcript blanks are apparently making transcripts on letter paper or on duplicates of the permanent records. Neither procedure is entirely satisfactory, especially if the attempt is made to provide all the necessary and pertinent facts.

Other forms vary so widely that it is obviously impossible to check these colleges with respect to their entire set of blanks. It may be safely said, however, that considerable attention is necessary and desirable on the part of the registrars of the various institutions in revising and improving the various forms in use.

Accuracy of College Catalogues.—Each registrar was requested to furnish a complete list of all courses which were being given in the college at the time the blank was filled. The catalogues of each of the colleges (Hartwick, Collegiate, and Saskatoon did not furnish these data) were checked with the list of courses submitted and a record, which is shown in Table 189, was made of the agreement or discrepancy between the two. Column 1 under each college lists the number of courses in the catalogue of that institution for the year in which the list was secured. Column 2 shows the number of these courses which were actually being given according to the list furnished by the registrar. Column 3 shows the number of courses, if any, which were actually given but which were not printed in the catalogue. The total number of courses actually given has been divided by the total catalogue offering so that it is possible in each case to determine the extent

to which the college catalogues overstate the offerings of the institutions. In certain instances more courses are given than are listed in the catalogue for a specific session and the percentages determined are therefore somewhat higher than they would have been had only those courses given in the session in which they were offered been counted. With this allowance in mind, the colleges rank in the following order with the percentages indicated: Waterloo 102%, Susquehanna 98.8%, Thiel 95.9%, Wagner 94.3%, Gettysburg 92%, Wittenberg 89.4%, Marion 85.9%, Midland 85.5%, Roanoke 78.5%, Muhlenberg 71.6%, Lenoir Rhyne 71%, Newberry 68.4%, and Carthage 66.1%. The median for the group is 85.9%. From these figures it is apparent that Carthage, Lenoir Rhyne, Midland, Newberry, Muhlenberg, and Roanoke were actually giving at the time this report was received only 85 per cent or less of their purported offerings. Carthage was giving only two-thirds and Newberry slightly more of the courses listed in their catalogues. Apparently this means that these institutions have a large amount of material in their bulletins which may be considered as "padding." Thiel also offered seventeen courses which were not listed in the catalogue at all, but which represented 18.1 per cent of the total offering at that institution during that session. Susquehanna offered nine such courses or 11.8 per cent of the total offering for that session. Many of the other institutions reported the same practice in lesser degrees. It is therefore impossible for students to depend upon the catalogues of many of these institutions for accurate information concerning the work which may really be secured upon attendance at the college. This condition is unfortunate and should be corrected by revision of the catalogues to include accurate statements concerning the college offerings. Deviation from such printed announcements should be reduced to a minimum.

Statistics Concerning the Student Body

Size and Growth.—The present size and the growth in enrollment at each of the several colleges is shown in Chart 20. Wittenberg and Gettysburg are the only two institutions enrolling more than 600 students. Lenoir Rhyne, Midland, Thiel, and Roanoke enroll slightly less than 300, while Carthage, Newberry, Susquehanna, and Muhlenberg enroll between 300 and 600. Wagner, Waterloo, Collegiate, and Marion enroll less than 100 stu-

TABLE

COMPARISON OF: 1. NUMBER OF COURSES OFFERED IN CATALOGUE. WHICH WERE NOT

DEPARTMENT AND COURSE	CARTHAGE			GETTYSBURG			LENOIR RHYNE		
	1	2	3	1	2	3	1	2	3
Anthropology	--	--	--	--	--	--	--	--	--
Arts	--	--	--	--	--	--	--	--	--
Astronomy	--	--	--	--	--	--	--	--	--
Bible	7	3	1	5	5	--	4	4	--
Biography	--	--	--	--	--	--	--	--	--
Biology	9	8	--	7	7	--	2	2	--
Business administration	--	--	--	--	--	--	--	--	--
Chemistry	9	7	--	7	5	--	9	4	--
Civics	--	--	--	--	--	--	--	--	--
Comparative literature	--	--	--	--	--	--	--	--	--
Current events	--	--	--	--	--	--	--	--	--
Drawing	--	--	--	--	--	--	--	--	--
Economics	1	--	--	6	6	--	2	1	--
Education	11	6	1	7	7	--	5	4	--
Engineering	--	--	--	27	19	--	--	--	--
Engineering drawing	--	--	--	--	--	--	--	--	--
English	11	9	--	8	8	1	7	4	--
Expression	--	--	--	--	--	--	--	--	--
Fine arts	--	--	--	--	--	--	--	--	--
French	3	3	--	8	7	--	6	2	--
Freshman lectures	--	--	--	--	--	--	--	--	--
Geography	--	--	--	--	--	--	--	--	--
Geology	--	1	--	--	--	--	1	1	--
German	3	3	--	13	10	--	5	3	--
Greek	6	3	--	6	5	--	3	3	--
Government	--	--	--	--	--	--	1	1	--
History	9	7	--	5	4	--	4	3	1
Sociology	--	--	--	--	--	--	--	--	--
Economics	--	--	--	--	--	--	--	--	--
Home economics	14	6	--	--	--	--	--	--	--
Italian	--	--	--	2	1	--	--	--	--
Latin	6	4	--	7	4	--	4	2	--
Logic	--	--	--	--	--	--	--	--	--
Mathematics	9	6	--	12	9	--	7	5	--
Military science	--	--	--	four-year program offered and given			--	--	--
Mineralogy	--	--	--	2	1	--	--	--	--
French	--	--	--	--	--	--	--	--	--
Modern languages German	--	--	--	--	--	--	--	--	--
Spanish	--	--	--	--	--	--	--	--	--
Music	--	--	--	--	--	--	--	--	--
Orientation	--	--	--	1	1	--	--	--	--
Philosophy	5	3	--	6	6	--	2	1	1
Ethics	--	--	--	--	--	--	--	--	--
Physical education	5	3	--	--	--	--	--	--	--
Physics	2	2	--	7	5	--	3	2	--
Political science	2	--	--	3	1	--	--	--	--
Psychology	--	--	--	--	--	--	1	1	--
Public speaking	--	--	--	--	--	--	2	3	2
Religion	--	--	--	--	--	--	--	--	--
Religious education	--	--	--	--	--	--	--	--	--
Science	--	--	--	--	--	--	--	--	--
Sociology	--	--	--	--	--	--	6	5	1
Spanish	6	4	--	7	5	--	2	3	--
Total	118	78	2	126	116	1	76	54	5
Per cent given of courses offered	66.1%			92.0%			71%		

189

2. Number of Courses Actually Given. 3. Number of Courses Given Offered in Catalogue

Midland			Newberry			Susquehanna			Thiel			Wittenberg		
1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
--	--	--	--	--	--	1	1	--	--	--	--	--	--	--
--	--	--	1	--	--	--	--	--	--	--	--	1	1	--
--	--	--	1	1	--	--	1	--	1	1	--	--	--	--
2	3	--	8	6	--	4	4	--	--	--	--	3	3	--
--	--	--	--	--	--	--	--	--	--	--	--	3	3	--
6	3	--	2	0	--	3	4	2	7	6	2	5	4	--
--	--	--	--	--	--	8	14	6	--	--	--	11	10	1
7	5	--	6	3	--	6	5	--	3	5	2	10	7	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	1	1	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	2	2	--	--	--	--	--	--	--
5	5	--	1	1	--	2	2	--	6	3	1	5	5	--
11	9	--	5	7	--	6	4	--	8	6	--	17	25	5
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	3	2	--
10	11	--	8	6	--	11	9	--	8	5	--	17	17	--
1	4	--	6	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
3	2	--	7	8	2	3	3	--	5	7	2	10	10	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	2	1	--
--	--	--	1	1	--	--	--	--	1	1	--	1	1	--
2	2	--	3	4	--	3	3	1	5	4	--	5	4	--
6	2	--	4	2	--	3	2	--	8	5	--	3	3	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
4	4	--	7	6	2	2	2	--	5	6	2	11	9	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
7	4	--	--	--	--	--	--	--	--	--	--	16	13	1
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
7	4	--	7	3	--	5	4	--	3	3	--	5	4	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
6	7	--	6	5	--	3	2	--	3	5	2	11	9	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	22	7	--	--	--	--	7	11	4	2	1	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
3	2	--	3	1	--	2	2	--	2	2	--	5	5	1
--	--	--	1	1	--	--	--	--	--	--	--	--	--	--
--	--	--	--	2	--	4	4	--	9	6	--	7	7	--
4	4	--	2	1	--	2	2	--	--	4	--	8	5	--
--	--	--	--	--	--	1	1	--	2	1	--	4	1	--
3	4	--	--	--	--	1	1	--	4	2	--	20	16	--
--	--	--	1	1	--	--	--	--	3	3	--	8	9	1
--	--	--	5	5	--	--	--	--	4	3	--	2	2	--
--	--	--	1	2	--	--	--	--	--	--	--	6	6	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	1	--	2	2	--	2	2	1	6	3	--
3	2	--	3	2	--	3	3	--	2	3	1	7	5	--
90	77	--	111	76	4	77	76	9	98	94	17	215	192	9
85.5%			68.4%			98.8%			95.9%			89.4%		

TABLE 189

Department and Course	Muhlenberg			Roanoke			Wagner		
	1	2	3	1	2	3	1	2	3
Anthropology	--	--	--	--	--	--	--	--	--
Arts	--	--	--	--	--	--	--	--	--
Astronomy	--	--	--	--	--	--	--	--	--
Bible	--	--	--	1	1	--	--	--	--
Biography	--	--	--	--	--	--	--	--	--
Biology	8	7	--	5	4	--	--	--	--
Business administration	2	2	--	8	6	--	--	--	--
Chemistry	4	4	--	7	4	--	1	1	--
Civics	--	--	--	--	--	--	--	--	--
Comparative literature	--	--	--	--	--	--	--	--	--
Current events	--	--	--	--	--	--	--	--	--
Drawing	--	--	--	--	--	--	--	--	--
Economics	3	2	--	--	--	--	1	1	--
Education	6	5	1	4	2	--	--	--	--
Engineering	--	--	--	--	--	--	--	--	--
Engineering drawing	--	--	--	--	--	--	--	--	--
English	11	8	--	5	4	--	5	5	--
Expression	--	--	--	--	--	--	--	--	--
Fine arts	--	--	--	1	1	--	--	--	--
French	4	3	--	3	3	--	2	2	--
Freshman lecture	--	--	--	--	--	--	--	--	--
Geography	--	--	--	--	--	--	--	--	--
Geology	3	--	--	--	--	--	--	--	--
German	6	5	--	3	3	--	4	4	--
Greek	7	6	2	3	3	--	4	4	--
Government	--	--	--	4	4	--	--	--	--
Hebrew	--	--	--	--	--	--	--	--	--
History: History	11	6	--	4	2	--	3	3	--
History: Sociology	--	--	--	--	--	--	--	--	--
History: Economics	--	--	--	--	--	--	--	--	--
Home economics	--	--	--	--	--	--	--	--	--
Italian	1	1	--	--	--	--	--	--	--
Latin	7	5	--	5	3	--	4	4	--
Logic	--	--	--	--	--	--	1	1	--
Mathematics	6	5	--	5	5	--	1	1	--
Military science	--	--	--	--	--	--	--	--	--
Mineralogy	--	--	--	--	--	--	--	--	--
Modern languages: French	--	--	--	--	--	--	--	--	--
Modern languages: German	--	--	--	--	--	--	--	--	--
Modern languages: Spanish	--	--	--	--	--	--	--	--	--
Music	2	2	--	--	--	--	--	--	--
Orientation	--	--	--	--	--	--	--	--	--
Philosophy: Philosophy	5	2	--	4	3	--	1	1	--
Philosophy: Ethics	--	--	--	--	--	--	--	--	--
Physical education	4	--	--	3	2	--	--	--	--
Physics	5	5	--	2	2	--	--	--	--
Political science	4	1	--	--	--	--	--	--	--
Psychology	--	--	--	--	--	--	1	1	--
Public speaking	4	3	--	--	--	--	--	--	--
Religion	5	5	--	--	--	--	5	5	--
Religious education	--	--	--	--	--	--	--	--	--
Science	--	--	--	--	--	--	--	--	--
Sociology	1	1	--	--	--	--	--	--	--
Spanish	4	3	--	3	3	--	--	--	--
Total	113	81	3	70	55	--	35	33	--
Per cent given of courses offered	71.6%			78.5%			94.3%		

(*Continued*)

Waterloo			Hartwick *			Collegiate *			Marion			Saskatoon †		
1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	4	4	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
1	1	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
1	1	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	2	2	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
10	10	--	--	--	--	--	--	--	6	6	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2	3	--	--	--	--	--	--	--	5	5	--	--	--	--
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4	5	--	--	--	--	--	--	--	--	--	--	--	--	--
4	4	--	--	--	--	--	--	--	--	--	--	--	--	--
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1	1	--	--	--	--	--	--	--	--	--	--	--	--	--
5	5	--	--	--	--	--	--	--	6	6	--	--	--	--
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4	2	--	--	--	--	--	--	--	5	5	--	--	--	--
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1	1	--	--	--	--	--	--	--	--	--	--	--	--	--
3	4	--	--	--	--	--	--	--	--	--	--	--	--	--
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2	2	--	--	--	--	--	--	--	--	--	--	--	--	--
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5	5	--	--	--	--	--	--	--	--	--	--	--	--	--
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45	46	--	--	--	--	--	--	--	39	34	--	--	--	--
102.0%									85.9%					

* No data were received concerning Hartwick and Collegiate.
† No catalogue was printed at Saskatoon.

dents. The Lutheran institutions may therefore be divided into four groups, four of them with less than 100 students, four with 100 to 300 students, four with 300 to 600 students and two with more than 600. Hartwick and Saskatoon are only now beginning to enroll college students. So far as the rate of increase in enrollment is concerned, Chart 21 shows that Collegiate has decreased 63 per cent during the five year period from 1922–23 to 1926–27. During the same interval Gettysburg has increased its enrollment 13%, Carthage 15%, Lenoir Rhyne 25%, Roanoke 28%, Marion 32%, Wittenberg 33%, Newberry 43%, Midland 51%, Susquehanna 61%, Thiel 72%, and Wagner 100%. Table 190 shows the enrollment as reported by the registrars for 1925–26.

Degrees Conferred.—Chart 22 shows the number of degrees conferred at ten of the colleges during the five-year period from 1922–23 to 1926–27, inclusive. The other four institutions which confer degrees made no return of these facts. It will be noted that the bulk of degrees conferred were A.B. degrees. Gettysburg is the only college conferring a considerable number of B.S. degrees. None of the colleges except Muhlenberg confer the Ph.B. degree. Carthage, Gettysburg, Newberry, Thiel, and Wittenberg report that some M.A. degrees have been conferred. At the time visits were made to these institutions the registrars stated that the

TABLE 190

ENROLLMENT IN LUTHERAN COLLEGES, 1925–26

COLLEGE	MEN	WOMEN	TOTAL
Carthage	146	179	325
Gettysburg	584	79	663
Lenoir Rhyne	144	138	282
Midland	123	140	263
Newberry	207	223	430
Susquehanna	241	159	400
Thiel	115	163	278
Wittenberg	578	386	964
Muhlenberg	470	--	470
Roanoke	258	--	258
Wagner	50	--	50
Waterloo	48	--	48
Collegiate	28	--	28
Marion	--	68	68
Total	2992	1535	4527

CHART 20

GROWTH IN ENROLLMENT IN LUTHERAN COLLEGES, 1917–27

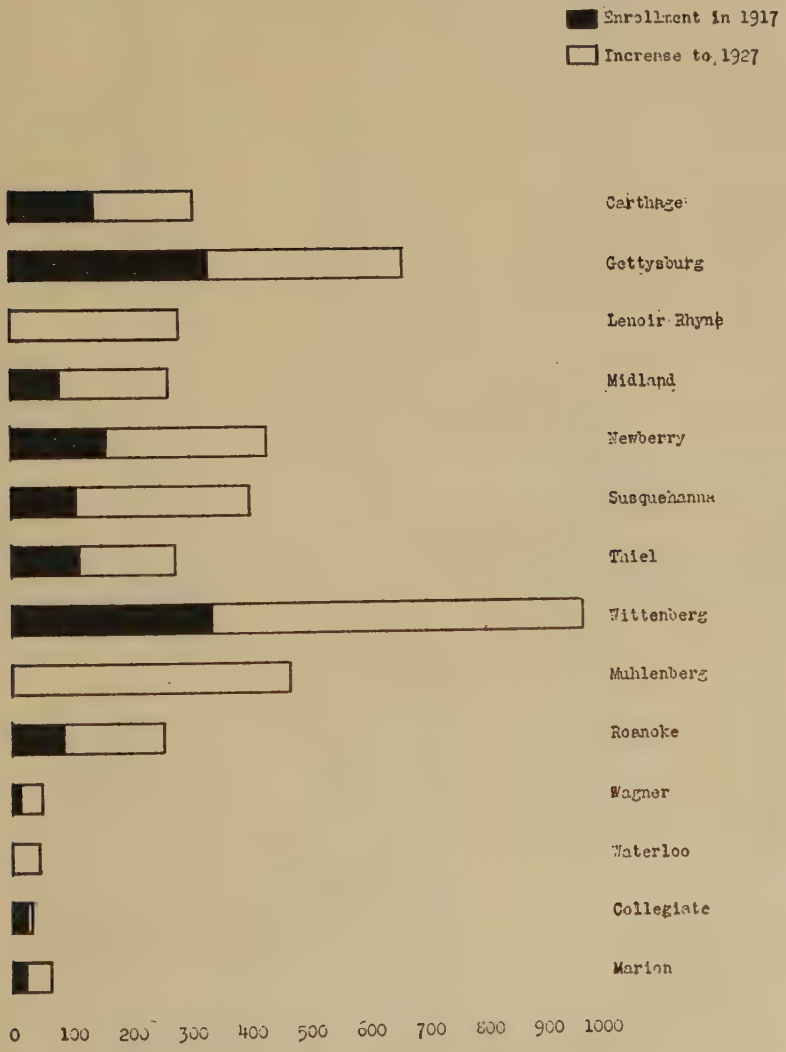


CHART 21

PERCENTAGE OF INCREASE IN ENROLLMENT IN LUTHERAN COLLEGES, 1923–27

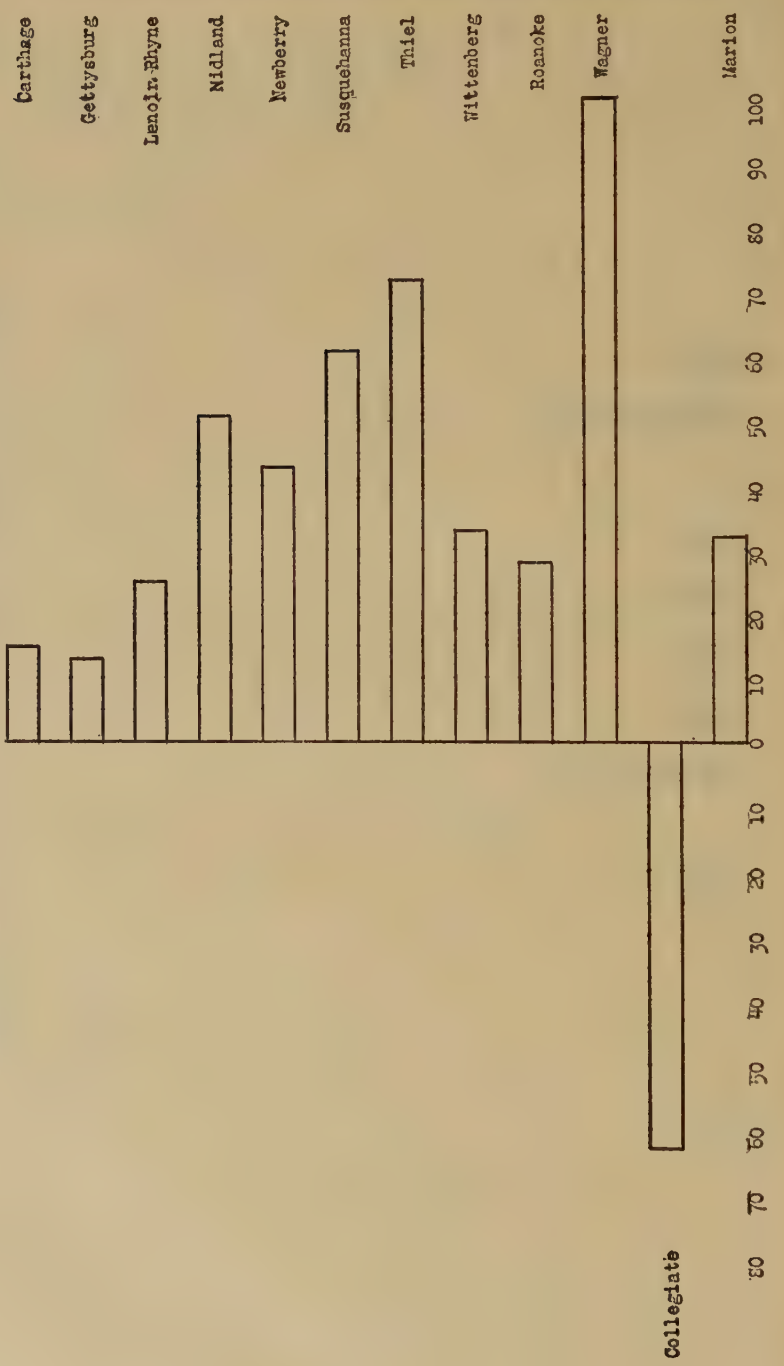
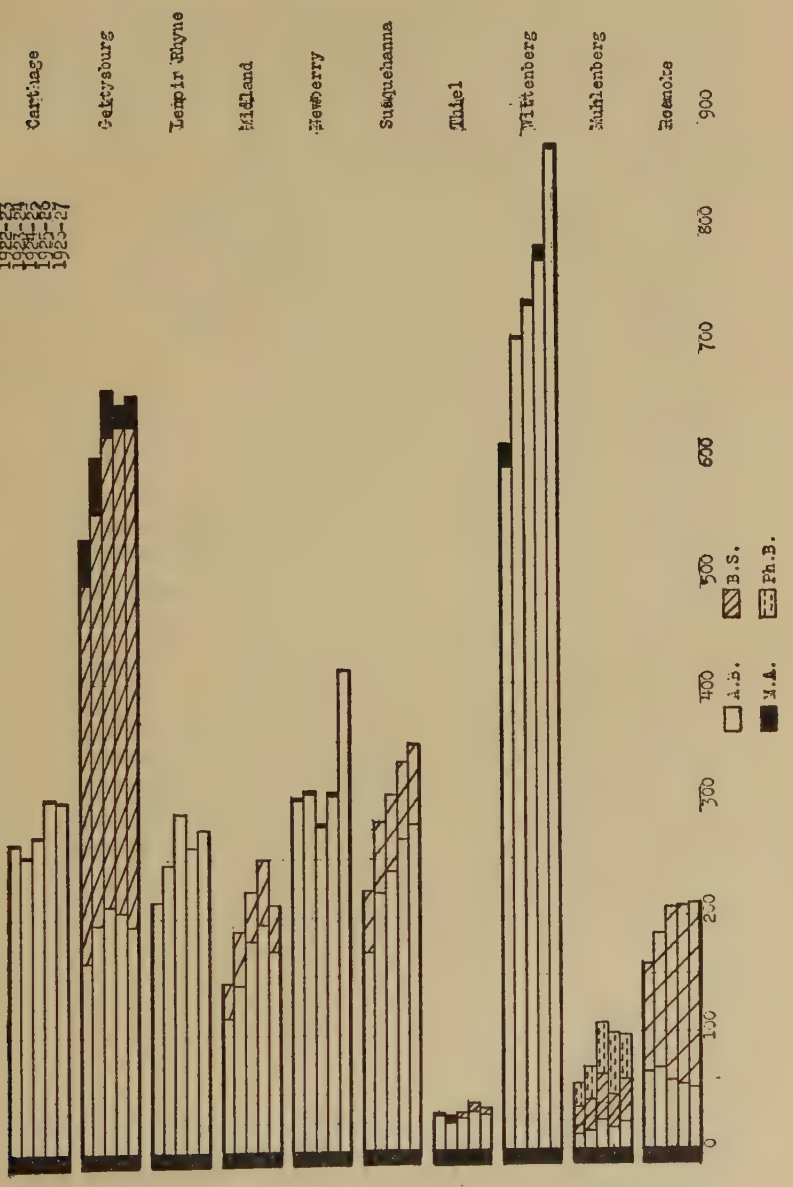


CHART 22

DEGREES OFFERED BY LUTHERAN COLLEGES, 1922–23 TO 1926–27 INCLUSIVE



offering of Master's degrees was being discontinued as rapidly as students who had entered for that degree completed the course. If this statement is rigidly followed, one or two years should suffice to bring the practice to an end. As a matter of fact, most of these colleges are not equipped to confer the M.A. degree since they are severely handicapped in many ways in offering a comprehensive program for the A.B. degree. The number of graduates has increased slightly from year to year during the five-year period in most of the colleges. However, the last year reported shows a slight decrease from the highest point reached during the period except at Newberry, Susquehanna, Wittenberg, and Roanoke.

Holding Power of the Colleges.—The registrars were asked to report the number of freshmen entering the college each year for the preceding ten years and to indicate the number of seniors graduated at the close of each of the preceding five years. Information was also requested concerning the number of graduates who entered the institution with advanced standing rather than as freshmen. By subtracting the number of seniors who have done all of their work in the college from the number of freshmen entering four years previously the approximate number of students lost during the four-year course was determined for each college for five successive years from 1921–22 to 1925–26, inclusive. It must, of course, be remembered that a few students require more than four years to finish a course and that some others will be able to complete the work in less than four years. Figures presented in the chapter concerning the student bodies indicate, however, that the very great percentage of students in the Lutheran colleges have not entered more than four years previous to the time of investigation. Moreover, the two groups which require either more time or less time would tend to balance each other. Table 191 seems to be a fair statement of the percentage of students lost by the several colleges for five successive years. The figures have been obtained for each college in exactly the same manner and are therefore comparable.

It will be noted that Gettysburg is the only college which has a consistently low percentage of students lost prior to the completion of their four-year course. Wagner shows a sharp decrease in the percentage of students who leave; Susquehanna and Thiel show a decreasing percentage for the past three years. Five of the colleges, Carthage, Midland, Newberry, Wittenberg, and Roa-

TABLE 191

PERCENTAGE OF STUDENTS LOST IN FIVE SUCCESSIVE YEARS IN NINE LUTHERAN COLLEGES

College	Year				
	1921–22	1922–23	1923–24	1924–25	1925–26
Carthage	81%	61%	54%	66%	69%
Gettysburg	45	45	40	44	41
Midland	71	65	67	66	69
Newberry	63	49	45	57	59
Susquehanna	--	27	52	35	24
Thiel	65	40	64	41	32
Wittenberg	68	56	48	55	62
Roanoke	70	68	55	68	63
Wagner	75	76	66	25	14

noke, show more than a 50 per cent loss. When the percentages are averaged the colleges rank in the following order: Susquehanna 34.5%, Gettysburg 43%, Thiel 48.4%, Wagner 50.2%, Newberry 54.6%, Wittenberg 55.8%, Roanoke 64.8%, Carthage 66.2%, Midland 67.6%. The median for these averages is approximately 55%. In other words, of the nine colleges for which data are available, half report that they lost more than 55 per cent of their students prior to graduation. Figures were not obtainable from Muhlenberg, Waterloo, Hartwick, Saskatoon, and Lenoir Rhyne, apparently because of the lack of records covering the ten-year period. Unfortunately, information is lacking concerning the causes of student withdrawals. While the percentage lost is apparently not so high as it is in many colleges of the country, it is recommended that these institutions carefully study the problem with a view to determining the causes of loss. Chart 23 presents graphically the facts given in Table 191.

Percentage of Upper Classmen.—It is important to note the relationship existing in the Lutheran colleges between the number of students in the first two years and the number in the last two years, and also to discover what trends are discernible with respect to changes in this relationship. Chart 24 shows the percentage of upper classmen in each student body for the nine colleges furnishing the data requested. It will be noted that at Carthage, Newberry, and Thiel the percentage of upper classmen has in-

CHART 23

PERCENTAGE OF STUDENTS LOST BEFORE GRADUATION, 1921–22 TO 1925–26 INCLUSIVE

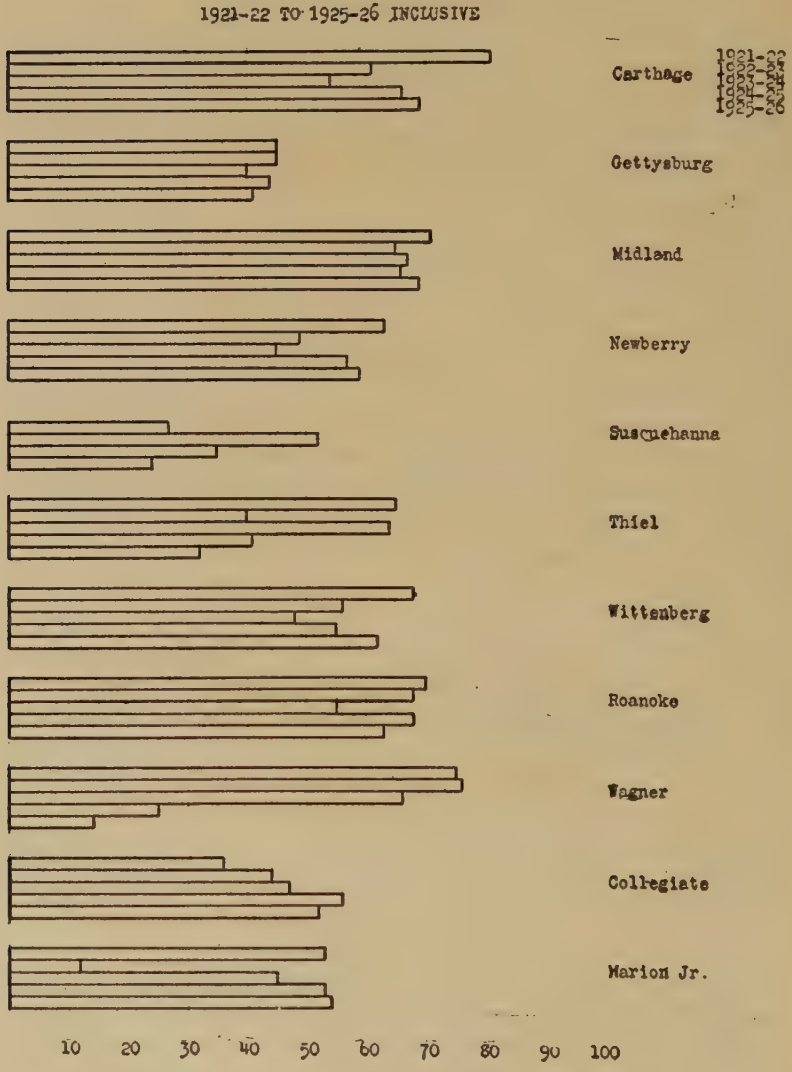
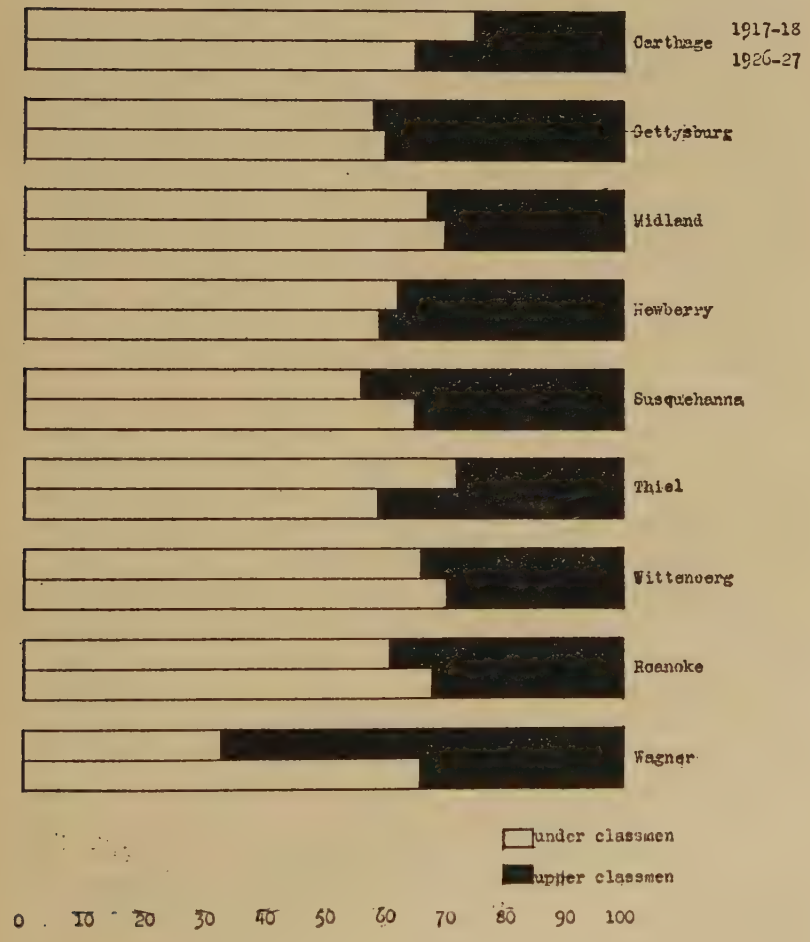



CHART 24

PROPORTION OF UNDER CLASSMEN AND UPPER CLASSMEN IN STUDENT BODIES OF LUTHERAN COLLEGES

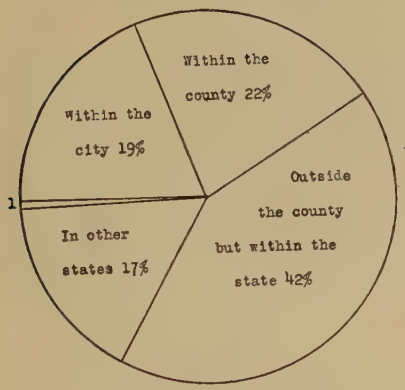


creased while at the other six institutions the percentage has actually decreased during the ten-year period between 1917–18 and 1926–27. At the present time Thiel, Newberry, and Gettysburg report approximately 40 per cent of their student bodies in the two upper years. Carthage, Susquehanna, and Wagner report approximately 35 per cent, while Midland, Wittenberg, and Roanoke indicate approximately 30 per cent. It is interesting to note further that Thiel, Newberry, and Carthage show gains in the percentage of upper classmen and gains in total enrollment, but that all of the other institutions show a decrease in the percentage of upper classmen while reporting increases in total enrollment. The decreased percentages in the two upper classes may be due in part to the considerable increase in the number of freshmen enrolled during the past two years or to a considerable change in the holding power of the college. The section concerning the holding power of these colleges would seem to indicate that the increase in freshman enrollment is the more probable cause of the decrease in the percentage of upper classmen, since most of the colleges have either lost fewer freshmen in recent years or have maintained a consistently steady percentage. Each of the institutions will do well to analyze its own situation more minutely with respect to the three factors of growth in enrollment, holding power, and percentage of enrollment in upper classes.

Geographical Distribution of Students.—A series of charts (25 to 38) has been prepared and is presented to show the geographical distribution of the homes of the students enrolled. It will be noted from these charts that 50 per cent or more of the student body at Gettysburg, Lenoir Rhyne, Newberry, Susquehanna, and Wittenberg come from a district outside the county but within the state and that the smallest percentage of students from this district is found at Marion where only 38 per cent are so reported. The group attracted from within the city show wide variation. Gettysburg, Newberry, Susquehanna, Collegiate, and Roanoke report 10 per cent or less, while Midland and Thiel report more than 30 per cent from the same area. Wagner shows the highest percentage of students from outside the state, with 42 per cent, while Waterloo shows only 4 per cent of its student body coming from outside the province. So far as the entire group of Lutheran students is concerned, the numbers from within the city, from within the county, and from other states are approximately the

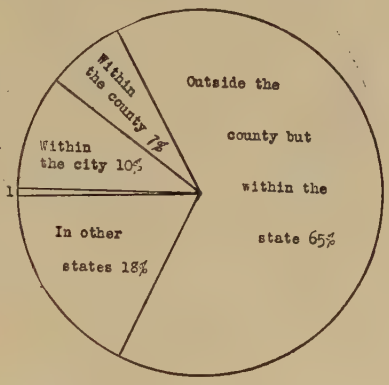
CHARTS 25 TO 38

GEOGRAPHICAL DISTRIBUTION OF STUDENTS IN LUTHERAN COLLEGES



[1] In foreign countries 1%.

CHART 25. CARTHAGE



[1] In foreign countries 1%.

CHART 26. GETTYSBURG

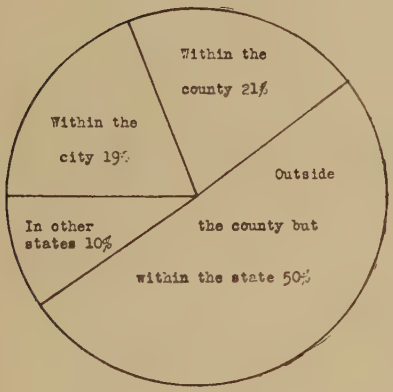
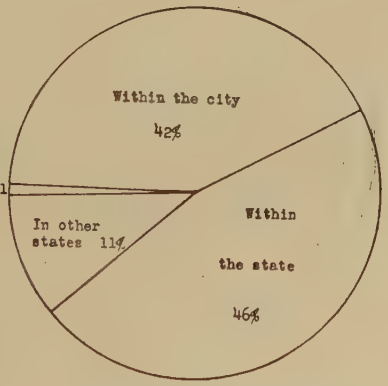


CHART 27. LENOIR RHYNE



[1] In foreign countries 1%.

CHART 28. MIDLAND

Note: Midland college had no data for "Outside the city but within the county."

CHARTS 25 TO 38 (*continued*)

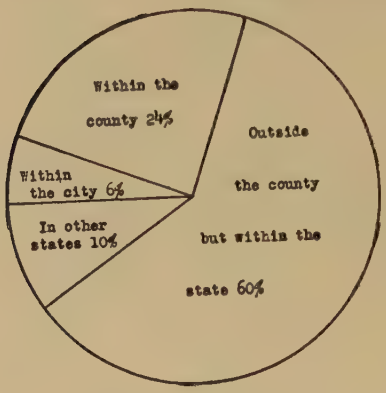
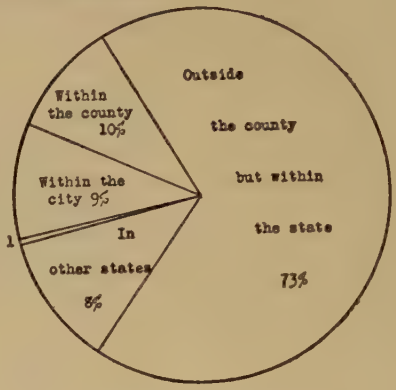


CHART 29. NEWBERRY



[1] In foreign countries .29%.

CHART 30. SUSQUEHANNA

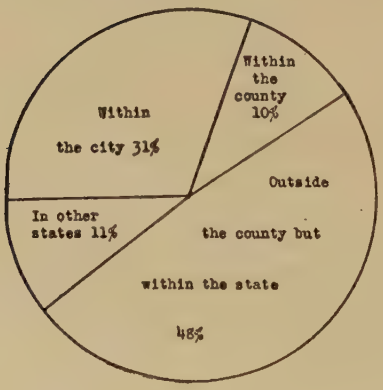
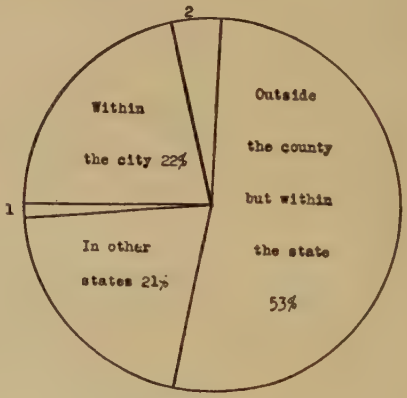


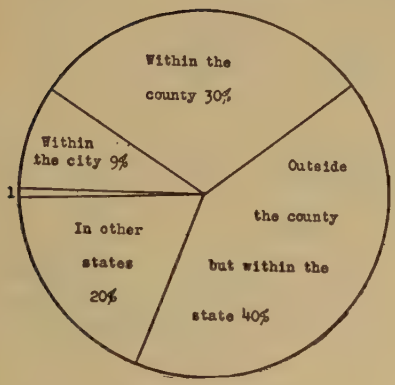
CHART 31. THIEL



[1] In foreign countries 1%.
[2] Within the county 3%.

CHART 32. WITTENBERG

CHARTS 25 TO 38 (*Continued*)



[1] In foreign countries 1+%.

CHART 33. ROANOKE

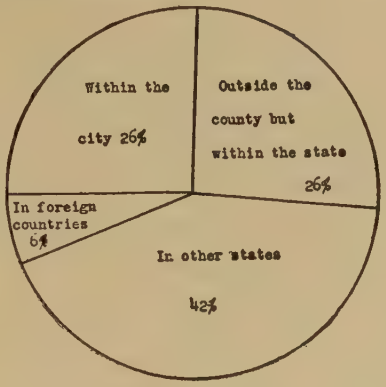
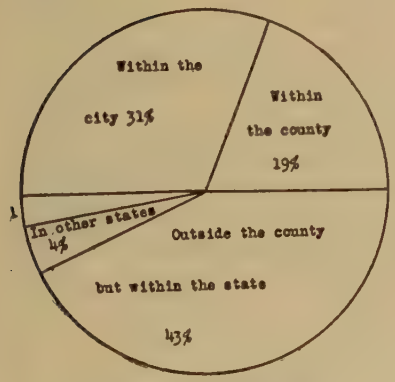


CHART 34. WAGNER



[1] In foreign countries 2%.

CHART 35. WATERLOO

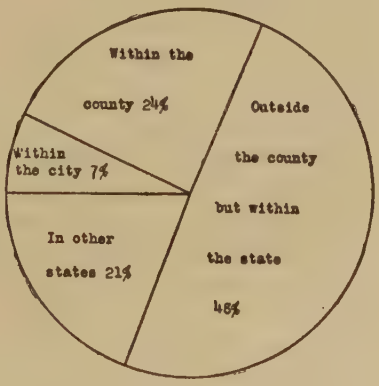


CHART 36. COLLEGIATE

CHARTS 25 TO 38 (*Continued*)

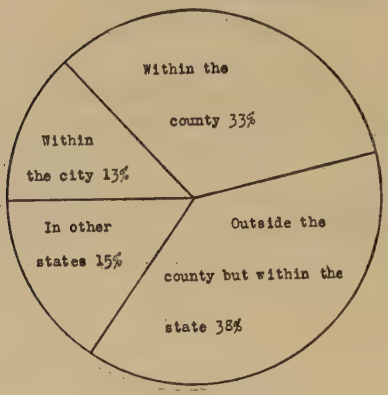
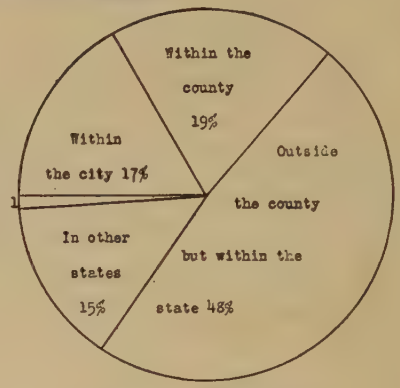


CHART 37. MARION



[1] In foreign countries 1%.

CHART 38. ALL COLLEGES

same. By far the largest group, 48 per cent, is drawn from the territory outside the county but within the state. For the most part, therefore, it will be seen that these institutions draw their students from relatively restricted areas. None of them are in any real sense national in their appeal or even extensively sectional in the sense of serving a large group of states.

Religious Affiliation.—Since these institutions are denominational institutions it is interesting to consider the religious affiliation of the students enrolled. Each registrar was requested to secure and report these facts. Charts 39 and 40 show the actual number of Lutheran students as compared with the total enrollment and the percentage of Lutheran students. Charts 41 to 55 show the denominations represented at each college. Wagner enrolls approximately 95% of its student body from the Lutheran group, Waterloo 75%, Lenoir Rhyne and Newberry 65%, Gettysburg and Midland 60%, Wittenberg and Muhlenberg 55%, Susquehanna and Marion 50%, Carthage and Collegiate 45%, Thiel 40%, and Roanoke 25%. It will be noted that Roanoke, Thiel, Carthage, Collegiate, and Susquehanna enroll 50% or less of their students from the Lutheran constituency. If all colleges are considered, 56% of the student enrollment is reported by the registrars of these institutions to be Lutheran.

These facts emphasize the question which arises concerning the adequacy of the Lutheran constituency to support so large a group of colleges. This is particularly pertinent when one notes from

CHART 39

COMPARISON OF TOTAL ENROLLMENT AND LUTHERAN ENROLLMENT
1923–24 AND 1926–27

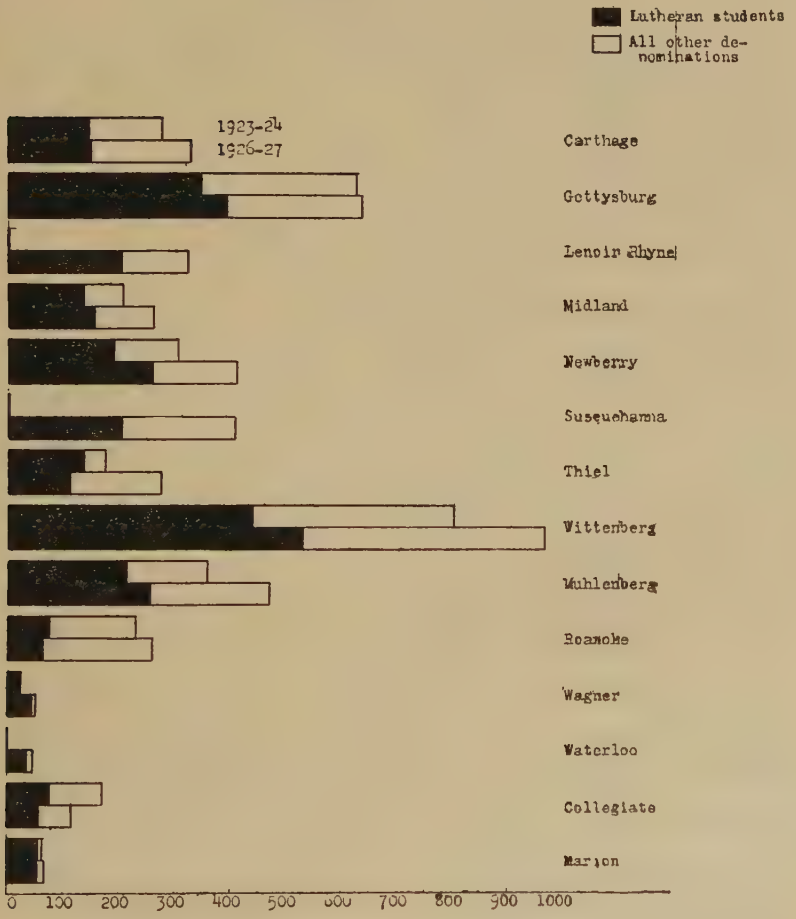
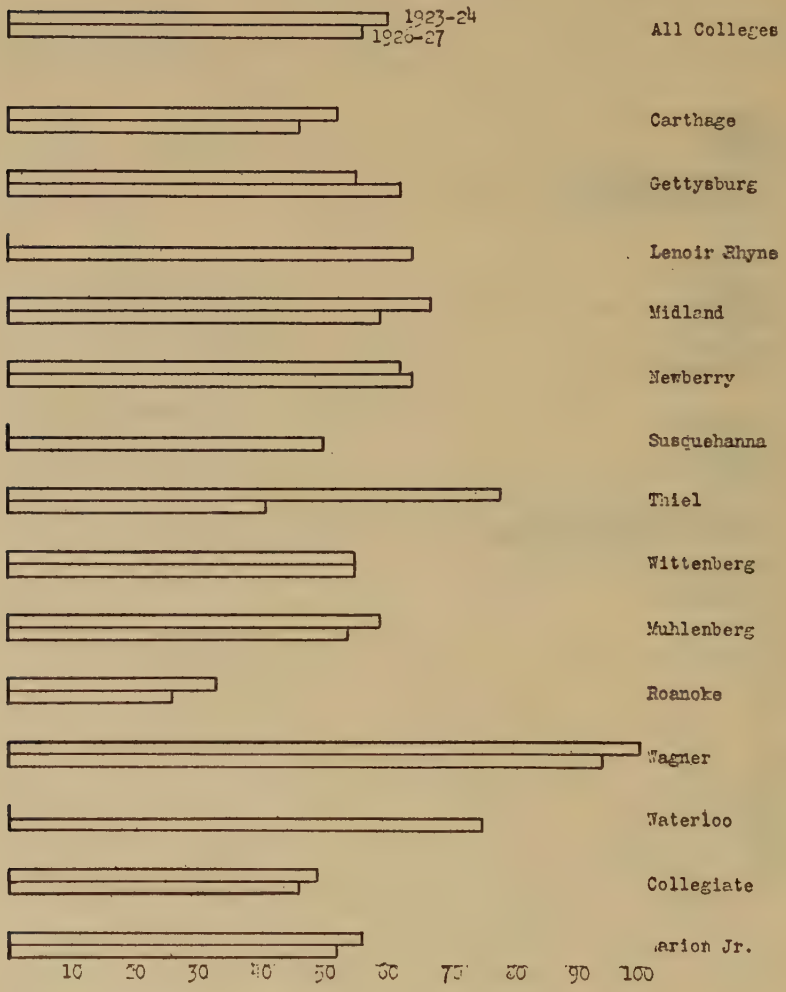


CHART 40

PERCENTAGE OF STUDENTS WHO ARE LUTHERANS
1923–24 AND 1926–27



CHARTS 41 TO 55

Church Membership of Students in Lutheran Colleges

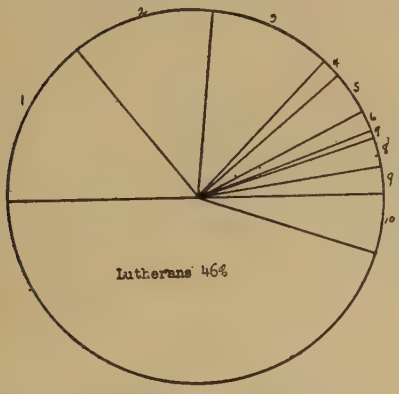


Chart 41. Carthage

1	Methodist	14 %
2	Presbyterian	13
3	Disciple	11
4	Episcopal	2
5	Congregational	4
6	Catholic	2
7	United Evangelical	½
8	United Brethren	2½
9	No affiliation	1
10	Baptist	4

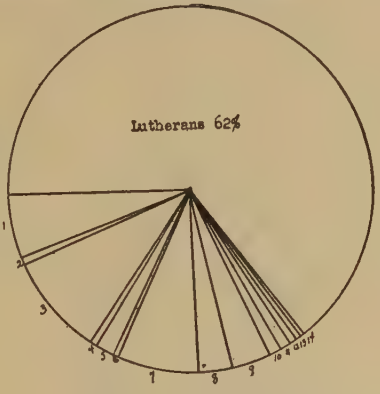


Chart 42. Gettysburg

1	Methodist	6 %
2	Baptist	1
3	Presbyterian	10
4	Church of God	½
5	Episcopal	2
6	Congregational	¼
7	Reformed	8
8	United Brethren	3¼
9	Catholic	4
10	Evangelical	1½
11	Jewish	1
12	Friends	⅛
13	Unitarian	⅛
14	No affiliation	¼

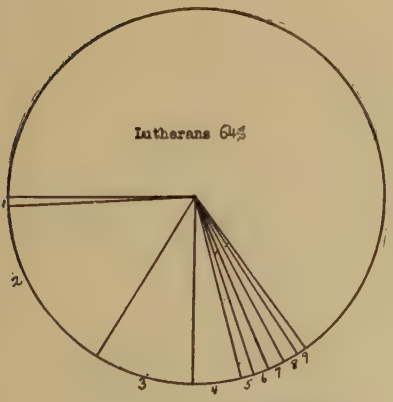


Chart 43. Lenoir Rhyne

1	Associate Reformed Presbyterian	⅜%
2	Methodist	16
3	Baptist	9
4	Presbyterian	4⅜
5	Episcopal	1
6	Christian	1
7	Reformed	1⅛
8	No church	1⅜
9	Quaker	⅛

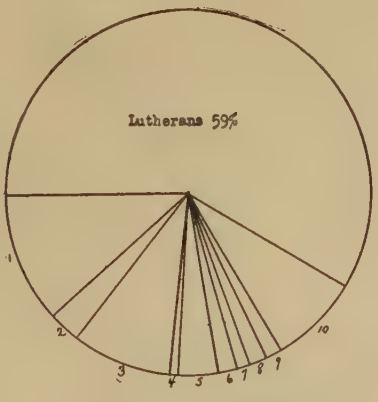


Chart 44. Midland

1	Methodist	12 %
2	Baptist	3
3	Presbyterian	9
4	Episcopal	⅛
5	Congregational	4
6	Evangelical	2
7	Jewish	1⅛
8	Catholic	2
9	Christian Science	1⅛
10	No affiliation	6

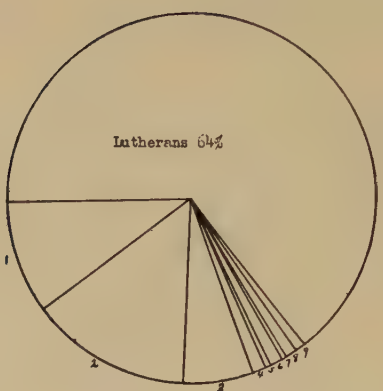


CHART 45. NEWBERRY

		%
1	Methodist	10
2	Baptist	15
3	Presbyterian	7
4	Episcopalian	1
5	Congregationalist	⅓
6	Associate Reformed Presbyterian	1
7	Catholic	⅓
8	Universalist	1
9	No affiliation	⅓

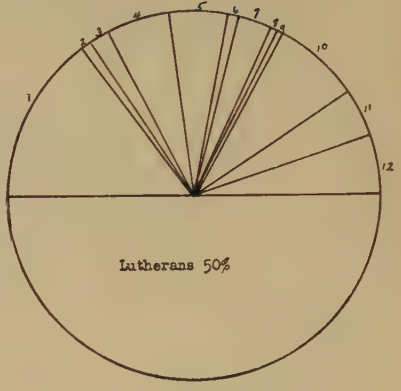


CHART 46. SUSQUEHANNA

		%
1	Methodist	14
2	Baptist	1
3	Presbyterian	2
4	Episcopalian	6
5	Catholic	5
6	Church of God	¼
7	Evangelical	4
8	Jews	½
9	Polish	¼
10	Reformed	8
11	United Brethren	4
12	No affiliation	5

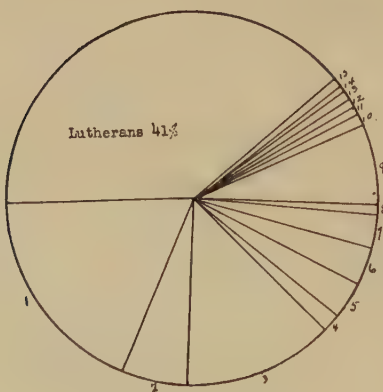


CHART 47. THIEL

		%
1	Methodist	18
2	Baptist	6
3	Presbyterian	13
4	Disciple	⅓
5	Episcopal	1⅔
6	Catholic	3⅓
7	Reformed	5
8	United Evangelical	1⅓
9	United Presbyterian	7
10	Jewish	1⅓
11	Christian Science	⅓
12	Christian	⅔
13	Brethren	⅓
14	Syrian Orthodox	⅓
15	Pentecostal Holiness	⅓

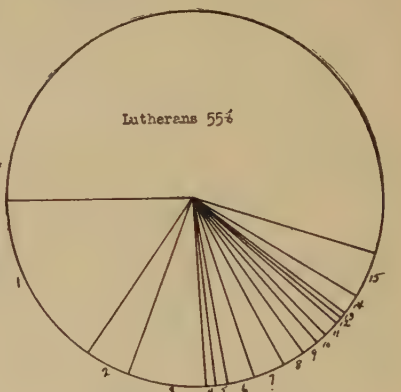


CHART 48. WITTENBERG

		%
1	Methodist	15
2	Baptist	4
3	Presbyterian	7
4	Disciple	½
5	Episcopal	1
6	Congregational	2
7	Christian	3
8	United Brethren	2
9	Reformed	1½
10	Catholic	1
11	United Presbyterian	1
12	Christian Science	½
13	Brethren	½
14	Miscellaneous	2
15	No affiliation	4

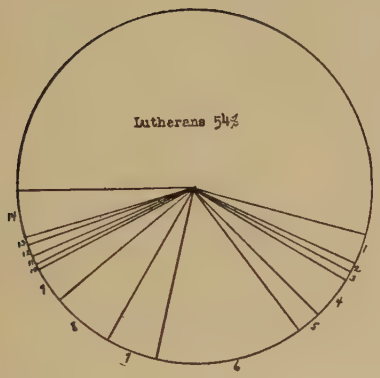


CHART 49. MUHLENBERG

1	Methodist	3 %
2	Baptist	¼
3	Presbyterian	1
4	Episcopal	4
5	Congregational	2
6	Reformed	14
7	Evangelical	5
8	Catholic	6
9	Jewish	4
10	Moravian	¼
11	Mennonite	¼
12	United Brethren	1
13	Pilgrim	¼
14	Undecided	4

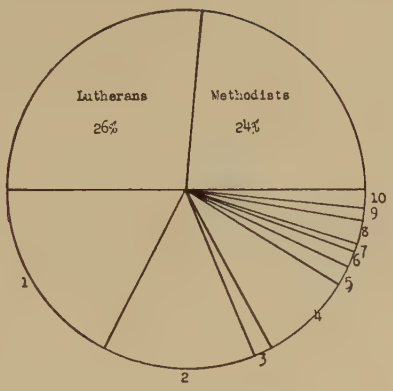


CHART 50. ROANOKE

1	Baptist	17 %
2	Presbyterian	14
3	Reformed	1½
4	Episcopal	8
5	Jewish	2
6	Catholic	1½
7	Brethren	¾
8	Christian	2½
9	Dunkard	¼
10	No affiliation	2½

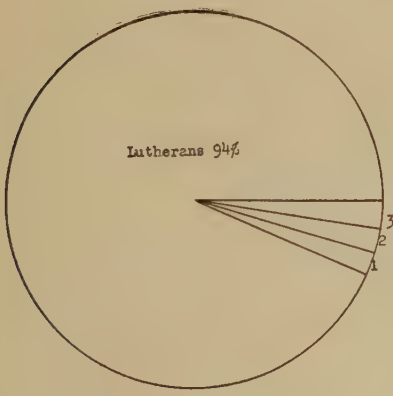


CHART 51. WAGNER

1	Methodist	2%
2	Presbyterian	2
3	Dutch Reformed	2

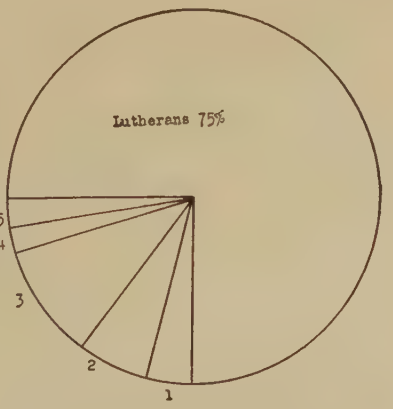


CHART 52. WATERLOO

1	Presbyterian	4%
2	United Church of Canada	6
3	Evangelical Association	10
4	Mennonite	2
5	Christian Science	2

CHARTS 41 TO 55 (*Continued*)

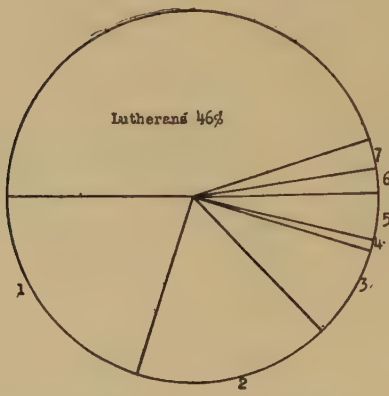


CHART 53. COLLEGIATE

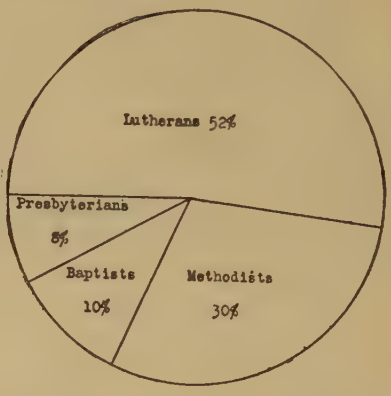


CHART 54. MARION

[1]Methodist 20%
[2]Baptist 17
[3]Presbyterian 8
[4]Episcopal 1
[5]Reformed 4
[6]Associate Reformed Presbyterian 2
[7]No affiliation 2

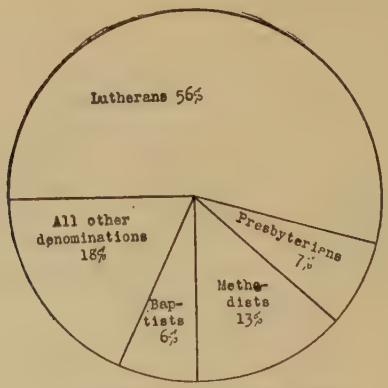


CHART 55. ALL COLLEGES

the same graphs that the *number* of Lutheran students reported has actually decreased in the past four years at Thiel, Roanoke, Collegiate, and Marion and that the *percentage* of Lutheran students has decreased at Carthage, Midland, Thiel, Muhlenberg, Roanoke, Wagner, Collegiate, and Marion. In fact, Gettysburg and Newberry are the only institutions which report a slight in-

crease in the percentage of Lutheran students. Wittenberg reports approximately the same percentage. Comparable figures are not available for Susquehanna and Waterloo. Considering all the institutions, the percentage of Lutheran students has decreased approximately 4 per cent during the past four years. It would appear that the Lutheran institutions and the registrars may well devote considerable attention to a more thorough recruiting of students from the Lutheran constituency and that consideration should be given to the means which may be used to increase the proportion of service rendered by these colleges to Lutheran men and women. At present a very large proportion (44 per cent) of the money and effort expended is actually being devoted to the higher education of students from other denominations.

Summary and Conclusions

Each of the colleges enrolling more than 300 students should provide a full-time registrar and those institutions enrolling less than that number should allot at least half of the time of one individual to the performance of the registrar's duties. The individual chosen should be capable of the exercise of discretion in the performance of the work so that the office may care for more than mere clerical routine. These individuals should be directly responsible to the head of the institution for the performance of the duties but should be individuals of sufficient training and experience to organize and direct the office without his immediate and personal supervision. There is every reason to believe that the work in all the Lutheran colleges may be reorganized to include within the registrar's province a considerably larger number of related functions, as indicated in the check list given in this chapter. None of the offices are performing more than about 85 per cent of the units discussed. There is also every reason to recommend that the permanent records used in these institutions be revised and improved so that they will contain at least those items of information which have been listed as the minimum essentials. The chapter points out that considerable work may profitably be done by the registrars in the preparation and revision of official transcript blanks, in the improvement of the systems of admissions used, and in the revision of the college catalogues. It is undoubtedly true that the Lutheran colleges are undertaking to secure the performance of the registrar's function with inadequate staffs

in these offices and are necessarily conducting only very limited and meager programs in this field of administrative work.

Recommendations

Carthage.—

1. The registrar's office should be reorganized to include most if not all of the remaining 20 per cent of functions which are not now handled by the office.

2. The permanent record form now in use should be improved and revised to include more completely the essential data outlined by the American Association of Collegiate Registrars.

3. A standard transcript blank carrying the essential items outlined by the American Association of Collegiate Registrars should be prepared and used.

4. The registrar's office should study and improve the method of admission particularly with respect to the amount and variety of data gathered concerning the prospective student.

5. The college catalogue should be thoroughly and completely revised to state the facts concerning course offerings.

6. Additional data concerning the trends in the student body over a period of years, as well as a considerable amount of other data relating to the schedule of classes, room schedule, placement of graduates, distribution of alumni, and similar questions may profitably be secured by the registrar's office. The office should, in fact, be a complete source of facts relating to the personnel of the institution, including both staff and students and covering a period from first association with the college to the date of withdrawal or dismissal.

Gettysburg.—

1. A full-time registrar should be provided.

2. A very great number of functions not now performed by the office should be included within its province (43 per cent are not now so included).

3. The permanent records now in use should be made to conform more closely with the suggestions of the American Association of Collegiate Registrars.

4. Official transcript blanks containing the information suggested by the American Association of Collegiate Registrars should be prepared and used.

5. A study should be made of the process of admissions and more complete data should be gathered with respect to entering students.

6. Effort should be made to reduce the percentage of courses listed in the college catalogue which are not actually given.

Lenoir Rhyne.—

1. The registrar should devote full time to the office.

2. Since approximately 24 per cent of the functions discussed in this chapter are not now performed by the registrar's office, a reorganization should be undertaken assigning more of these duties to that office.

3. Permanent record forms now in use include approximately 54 per cent of the essential data outlined by the American Association of Collegiate Registrars. They should be carefully revised.

4. An official transcript blank may well be prepared by the college itself and used in transferring students to other institutions. Such a form should provide for the items of information suggested by the American Association of Collegiate Registrars.

5. More complete and accurate data should be secured concerning students who desire to enter the institution.

6. The catalogue should be revised to decrease the percentage of courses offered but not given.

7. The office should greatly increase its service along the line of assembling and interpreting a wide range of data relating to the personnel of the institution, including both staff and student body and covering the period from the date of first association with the institution to the time of withdrawal. Data concerning various trends with respect to these matters should also be secured and made available to the administration.

Midland.—

1. The registrar should devote full time to the work of the office.

2. Thirty per cent of the functions discussed in this chapter not now performed there may very well be assigned to the registrar's office.

3. The permanent record forms should be revised to include the 65 per cent of essential data suggested by the American Association of Collegiate Registrars which is now lacking.

4. A standard transcript blank embodying the essential items of information proposed by the American Association of Collegiate Registrars should be prepared and used.

5. More adequate and complete data should be secured concerning students applying for admission.

6. The catalogue is in need of revision to reduce the percentage of courses offered but not actually given by the college.

7. The registrar's office may largely improve its service to the administration by assembling and interpreting a wide range of data covering all the facts concerning the personnel of the institution and disclosing the trends over a period of years.

Newberry.—

1. The registrar's office requires the presence of a registrar who shall devote full time to the work.

2. A large number of duties now assigned elsewhere should be placed in the registrar's office (at least 17 per cent of the duties discussed are now not so included).

3. Permanent record forms now lack 40 per cent of the data suggested by the American Association of Collegiate Registrars and should be revised to include these facts.

4. The office should prepare and use a standard transcript form in transferring students to other institutions. This form should contain the information suggested by the American Association of Collegiate Registrars.

5. The information secured concerning students who apply for admission should be more varied and complete.

6. The college catalogue is in need of revision to state the facts more accurately; 31 per cent of the courses listed are not actually given.

7. A considerable amount of data concerning the personnel of the institution, including both staff and students and covering trends during a period of years, should be prepared and interpreted.

Susquehanna.—

1. A registrar who shall devote full time to the office is needed at Susquehanna, and the officer now called a registrar who performs the business functions should be given a different title.

2. A complete reorganization with respect to the assignment of

functions is needed at Susquehanna so that the registrar's office may actually perform the registrar's duties and may gather in one office the many related duties which are now scattered among other offices, committees, and individuals.

3. The permanent record forms now in use include only 75 per cent of the information deemed essential by the American Association of Collegiate Registrars. These forms should be revised.

4. An official transcript blank should be prepared and used. This blank should contain the items of information suggested by the American Association of Collegiate Registrars for inclusion in a standard transcript form.

5. More adequate and complete data should be assembled for each student who applies for admission.

6. The registrar's office should secure and interpret a wide range of facts concerning the personnel, both staff and students, covering all points relating to their association with the institution and disclosing trends of a period of years.

Thiel.—

1. Although Thiel reports a registrar who devotes full time to the work of the office, the functions performed constitute only 62 per cent of the minimum list suggested in this chapter. A reorganization assigning a larger proportion of these related duties to this office is desirable.

2. The permanent record forms need revision to include the 14 per cent of items recommended by the American Association of Collegiate Registrars which are now lacking on these blanks.

3. The official transcript form omits 25 per cent of the items listed as essential information by the American Association of Collegiate Registrars. This form may readily be revised to include these facts.

4. A greater amount of information concerning students applying for admission is desirable and should be secured by the office.

5. Some improvement may be made in the catalogue with respect to the small percentage of courses now offered but not given.

6. A much wider field of service may be developed by the office in securing and interpreting extensive data concerning the personnel of the institution, both staff and students, covering a wide range of topics and disclosing trends over a period of years.

Wittenberg.—

1. Twenty-seven per cent of the duties related to the registrar's work is reported as being performed by other officers. These duties may very well be reassigned and consolidated in one office.

2. The permanent record forms apparently lack 50 per cent of the items suggested by the American Association of Collegiate Registrars and are in need of careful revision.

3. The official transcript form should be revised to include all information suggested by the American Association of Collegiate Registrars, 12.5 per cent of which is now omitted.

4. The process of admissions may be improved and a more varied and complete amount of data secured concerning each entering student.

5. In the college catalogue approximately 11 per cent of the courses listed are not actually given. Revision should be undertaken to eliminate inaccuracies and to indicate more specifically the exact offerings.

Muhlenberg.—

1. A registrar should be secured who will devote full time to the work of the office.

2. The duties relating to the registrar's work, which are now performed by the assistant to the president, should be assigned to the new office, and all related functions now scattered among various committees and individuals should be assembled within the registrar's jurisdiction.

3. The permanent record forms apparently lack approximately 65 per cent of the items declared essential by the American Association of Collegiate Registrars. The revision, rearrangement, and consolidation of forms is very much needed.

4. The official transcripts now in use should be revised to include the items suggested by the American Association of Collegiate Registrars which are omitted (12.5 per cent do not now appear on the form).

5. More complete information should be assembled concerning each entering student.

6. The percentage of courses listed in the catalogue which are not given should be reduced by careful revision of the publication to show the exact facts.

7. Complete information concerning the personnel of the insti-

tution, staff and students, covering every phase of their association with the college and disclosing trends over several years should be assembled by the registrar's office.

Roanoke.—

1. Roanoke needs the services of a registrar who shall devote full time to the work of the office.

2. Twenty-four per cent of the duties suggested in this chapter, which are now not performed in the registrar's office, should be reassigned to the registrar.

3. The permanent record forms are approximately 50 per cent inclusive of the essential facts outlined by the American Association of Collegiate Registrars for a permanent record form. Revision is needed.

4. The official transcript blank lacks about 19 per cent of the items of information deemed essential by the American Association of Registrars. This blank may readily be revised to include these facts. The registrar may profitably secure more complete data for candidates for admission.

5. The catalogue should be revised to show only those courses which are actually given in the institution (21 per cent of those listed were not given).

6. The registrar's office should be a complete source of data concerning all phases of the relationship between the institution and its personnel. Trends should be disclosed by a study covering several years.

Wagner.—

1. The registrar should be expected to devote at least half of his time to the work of the office.

2. The administrative functions of the institution should be reassigned and the registrar's duties performed by the dean, other officers, and committees should be assembled in one office.

3. The permanent record forms are badly in need of revision. Those submitted show only approximately 16 per cent of the information considered essential by the American Association of Collegiate Registrars.

4. No official transcript blank is used, and there is need for such a form, which should contain the facts listed by the American Association of Collegiate Registrars for transcript forms.

5. More complete and varied data should be secured concerning applicants for admission.

6. Although the catalogue shows only a small percentage of courses which are not actually given, revision might serve to make it even more accurate and definite in this respect.

7. The office should provide for the assembling and interpretation of considerable data concerning the students and staff of the institution and should disclose trends by studies covering a number of years in the source, composition, and character, as well as in the handling of these groups within the institution.

Waterloo.—

1. A registrar is needed at Waterloo who shall devote half of his time to the work of the office.

2. Approximately 40 per cent of the duties here suggested are not now performed in the registrar's office. These may very well be assigned to the registrar, to relieve other officers, committees, and individuals who perform them.

3. Approximately 18 per cent of the facts considered essential by the American Association of Collegiate Registrars are not provided on the permanent record forms in use. Revision is desirable.

4. Waterloo reports that more courses were actually given than were offered in the catalogue. Care should be taken to make the published document as accurate as possible in this respect.

5. The office can improve its service very greatly with respect to the preparation and interpretation of data concerning the personnel of the institution, including both students and staff. Studies should cover a sufficient number of years to disclose trends.

Hartwick.—

1. Hartwick should provide a registrar who shall devote at least half of his time to the work of the office.

2. Thirty per cent of the functions discussed in this chapter are not now performed by the registrar. These should be reassigned and included within his jurisdiction.

3. More adequate and accurate information should be secured concerning each candidate for admission.

4. The office should secure and interpret a large amount of data concerning the students and staff of the institution, and should undertake to discover trends in the source and composition of these groups by studies covering a period of years.

Collegiate.—

1. The registrar should devote at least half of his time to the work of his office.

2. A very large number of other duties (approximately 56 per cent of those discussed) should be reassigned and brought within jurisdiction of the registrar.

3. More complete information should be secured concerning students who apply for admission.

4. Data showing trends in the staff and student body over a period of years should be assembled and interpreted.

Marion.—

1. The registrar should devote at least half of his time to the work of the office.

2. Approximately one-third of the duties discussed in this chapter are not now performed by the registrar. These should be assigned to the office.

3. Permanent record forms need revision, since they now provide only about 54 per cent of the essential data listed by the American Association of Collegiate Registrars.

4. An official transcript form should be prepared and used, including the facts listed by the American Association of Collegiate Registrars.

5. More complete and adequate information should be assembled for candidates for admission.

6. The catalogue is in need of revision since approximately 14 per cent of the courses listed are not actually given.

7. The registrar's office should secure and interpret a wide range of facts concerning the personnel of the institution, showing trends over a number of years.

Saskatoon.—

1. The registrar's work at Saskatoon can probably be cared for at present by an individual who can devote from one-third to one-half of his time to the office.

2. A large proportion of the duties discussed in this chapter are not now performed by the office. Gradual expansion of service should be undertaken as the institution develops.

3. A more adequate transcript form should be prepared.

CHAPTER IV

ADVISEMENT OF WOMEN

In every college, there is need for personnel work. In colleges having women students, the dean of women is most often the person officially appointed to do this work with individuals and with groups. Just as the registrar is "in the best position to see each part of the institution in its relation to the whole," [1] so the dean of women seems to be in the best position to see each part of the institution which concerns the welfare of women students in its relation to the whole. The catalogues of Carthage and Wittenberg define the work of the dean of women as the supervision of "the personal and social activities of the students." A more detailed definition of duties is given by Mathews [2] who outlines a threefold classification of the work of the dean of women: "administrative, academic, and social." Among administrative duties are listed committee work, the oversight of the housing of students, and the organization of vocational guidance programs. The academic duties include teaching, research work, and investigation of absence of students from classes and failure in their studies. The social duties include attending student functions as an invited guest, meeting new students individually and in groups, entertaining students and university guests, and coöperating with students and parents. The purpose of this chapter is to picture the extent to which the dean of women in each of the institutions functions in the individual and social activities of the women students, and to suggest ways in which she may work more effectively.

Institutions Studied

Eleven of the Lutheran institutions in this study have women on the campus. Gettysburg has no dean of women because the

[1] Leonard, Robert J., "The Need for Analyzing the Marginal Responsibilities of Professional Workers." *Educational Administration and Supervision*, Vol. No. 10, p. 267, May, 1924.

[2] Mathews, Lois Kimball, *The Dean of Women*, pp. 35-38. Houghton Mifflin Co., 1915.

presence of women students seems to be considered as a temporary feature. Hartwick is in a state of organization and as yet has appointed no dean of women. Nine institutions report that they have on the staff some member who does the work of a dean of women, and these individuals who furnished reports concerning the work will be referred to throughout this chapter as the deans, regardless of the exact title which they may hold or their status in the several institutions. They are employed at Carthage, Lenoir Rhyne, Midland, Newberry, Susquehanna, Thiel, Wittenberg, Marion, and Saskatoon. These nine institutions filled in and returned the blank on the work of the dean of women. Visits were made to all the institutions except Saskatoon.

The nine institutions are alike in the following respects:

1. They are coeducational institutions, with the exception of Marion.
2. The enrollment of women students is less than 400.
3. The dean of women has neither assistant nor secretary on her staff. This keeps her on duty practically all the time, and necessitates borrowing a stenographer from the college office when she wishes to write letters. She is required to take care of all the office detail and telephoning which comes up in connection with her duties.
4. A certain number of students are housed in college dormitories. These dormitories have a definite set of rules and regulations for residents, and in every case the dean is expected to take some part in the control and conduct of the dormitories.
5. Report is made to the dean's office concerning the health of students only in case of illness.
6. There are college regulations concerning dancing.
7. Students are permitted, with certain restrictions, to spend week-ends at home, to receive callers, and to attend social events in the town.
8. The deans believe that the standards for social conduct set up in the institution are observed.

The variations among these institutions as to size, physical equipment, type of student, administrative policies, and attitude of the community toward certain forms of recreation are greater than the

similarities. These factors undoubtedly influence the duties which the dean herself performs. The standards proposed should be considered as results to be accomplished by the dean's office in the institution as a whole. The dean of women personally may have either direct or indirect responsibility for the accomplishment of these results.

History of the Dean's Office

At Susquehanna University the position of dean of women is only one year old. Previous to the appointment of a dean there were two so-called preceptresses whose duty apparently was to guard the dormitory at all hours of the day and night, to watch the conduct of the girls, and to punish offenders. These women, it is reported, were very much disliked by members of the student body.

The dean of women at Lenoir Rhyne is also serving her first year. At Marion the dean has been employed since 1916. She was first engaged as registrar and teacher of mathematics, but she soon undertook the duties of dean and dropped the teaching of mathematics. The dean at Carthage has occupied her present position since 1914, and Midland has employed the present dean for the past fourteen years. No data on this point were obtained from the other institutions.

Functions of the Office of Dean of Women

The function of the office of dean of women is to make certain aspects of college life directly contribute their maximum value to the welfare of the individual woman student and to coöperate with other members of the institution in such a manner that all phases of college life will make their maximum contribution. Not all the duties suggested are necessarily, or even preferably, performed by the dean herself. Many of them should be delegated to one or more members of the staff. Some of them—the marginal duties—are also performed by other members of the institution, but this makes them none the less crucial for the dean of women. All are included in order to give a complete picture of her work as a whole—her advisory as well as personal work, and her marginal as well as technical duties.

Sources of Standards

From what deans have written about their duties,[3] from studies of what deans actually do,[4] and from studies of the problems and troubles of college students,[5] a list of duties of deans has been prepared and is here presented. These duties are classified as duties relating to (1) the personal advisement of students; (2) the group activities of students; (3) the control of the physical environment; (4) the control of the academic environment of students; (5) the development, equipment, and operation of the office itself; (6) the personal development of the dean herself; and (7) miscellaneous marginal duties. An eighth classification has been added; namely, duties which do not properly belong to the dean's office performed by some of the deans of women. There is necessarily overlapping of these duties, since all of the dean's work is concerned with the individual. Sometimes, however, the dean meets the individual face to face, while at other times she influences the individual indirectly through a group activity or by making changes in the physical and social environment.

Method of Estimating the Relation of Each Institution to Standards

On the basis of the data obtained from the blanks and visits a judgment of each institution was attempted. In the discussion of each topic, the institutions are considered in an approximate order of merit—first, those having the most desirable features, and last, those having less desirable features. In the tables, a blank space shows that no data were obtained on that point. Modifications of some of the judgments regarding individual institutions might be made if more complete data were available.

[3] Amos, Thyrsa W., "Educational Values of the Department of the Dean of Women." *University of Pittsburgh Record,* Vol. 1, No. 3, May, 1927.

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[4] Jones, Jane L., *Status and Function of Deans of Women in Colleges.* Bureau of Publications, Teachers College, Columbia University, 1929.

Sturtevant, Sarah and Strang, Ruth, *Status and Function of Deans of Women in Normal Schools and Teachers Colleges.* Bureau of Publications, Teachers College, Columbia University, 1928.

[5] Boraas, Julius, "The Troubles of College Freshmen." *School and Society,* Vol. 6, pp. 491-94, October 27, 1917.

Personal Advisement of Students

Advising Freshmen.—The problem of orientating freshmen is one of the most important in the individual advisement of students because freshmen need so much help in adjusting themselves to the social and academic life of the college. The dean of women can do much directly by personal contact with individual students. She can do much indirectly by organizing a system of junior advisers—"Big Sisters"—or by using similar plans in which freshmen are introduced to the life of the college by upper classmen. She needs the coöperation of every faculty member in helping the student to understand the specific methods of study needed for different subjects. The students' handbooks are useful for ready reference to rules, regulations, and standards which the college expects to be maintained, and to extra classroom activities in which the student may engage. (See Table 211, items 1, 2 and Table 217, item 2.)

Advising Students Who Voluntarily Seek the Dean's Help.—In every college there should be someone to whom students can go for advice on their personal problems. They have a right to expect more than vague generalizations, sentimental admonitions, and snap judgments. They have a right to expect knowledge of what authorities in the field are thinking about the problems, a thorough study of themselves in relation to the problems, and a concrete plan of action worked out with their coöperation. The dean may frequently obtain information about a student and help in carrying out a proposed line of conduct from parents, in a personal conference while parents are visiting the college, or by correspondence. Faculty coöperation also is necessary in the solving of student problems. One person rarely has the knowledge and the technique for giving advice on all types of problems. The doctor, nurse, or director of health education should be consulted by students who have health problems. The director of religious education, student pastor, or some other member of the faculty may be best qualified to advise students in their religious difficulties. The employment bureau should make a study of each individual's vocational possibilities. Cases of pathological nervous instability ought to be referred to a psychiatrist. Problems of human relationships and living conditions, questions of etiquette and conduct, are most likely to be adequately handled by the dean. The dean should help students with problems about which she

has pertinent knowledge. Lacking the necessary knowledge, she should refer students to the person who can give them the best advice and bring together from relevant sources information which should be focused on a given individual. She should not waste the student's time by a long interview in which she talks round the subject and gives no constructive help. Neither should she give advice as a physician gives a prescription; rather she should present facts and a method of approaching problems which will enable the student by her own efforts to arrive at a sound conclusion. (See Table 211, item 3.)

Discovering Students Who Are in Special Need of Guidance.—In addition to advising students who come to her voluntarily with their problems, the dean, even more than other members of the faculty, is responsible for discovering cases which need special attention, such as the student of superior intelligence, the girl who is avoiding all social activities, the girl who is attempting to do too many things, the girl with special interests in some field, the girl whose health is below the level possible for her to attain, and the girl who is failing in any way to make the most satisfactory adjustment of which she is capable, to the college life. These cases the dean must detect, study, and follow up. (See Table 211, item 5.)

Advising Students Who are Sent to the Dean.—A third type of problem cases are those which are referred to the dean by some other member of the institution. These may be disciplinary cases referred to the dean by the faculty, the community, or the students; cases of failure in academic work referred to the dean by an instructor who recognizes causes of failure other than inadequate study technique; and cases of economic difficulties which are tied up with the health, scholarship, and social life of the individual. (See Table 211, item 4.)

Advising Concerning the Granting of Scholarships and Loans.—The administering of scholarships and loans furnishes the dean with one means of giving material assistance to worthy students who are in financial difficulties. At Wittenberg, Thiel, and Midland the dean gives advice to students concerning scholarships and loans. At Lenoir Rhyne and Saskatoon the dean has nothing to do with scholarships and loans. At Carthage when the girls need money they are likely to talk with the dean, who will tell their needs to the business manager. The dean has some influence

in determining the award of scholarships. (See Table 211, item 9, and Table 217, item 6.)

Giving Educational Guidance.—The educational guidance of women students must be attended to by a competent person who will help students select their studies with a view to their probable vocations as homemakers as well as to their other specific vocational interests. Advice on educational programs and problems should be given by people who know the contributions made by each subject, the techniques for studying it, and the ability and interests of the individual student. When a student is falling behind in a course, some one in the institution should study the underlying causes of his failure. Failure may be due to poor physical condition, emotional maladjustments, too many social activities, lack of mental ability, or lack of plan in the daily schedule, as well as to ignorance of the technique of studying the particular subject. Usually, advising on academic matters is the task of the dean of instruction; but the dean of women, with her more complete knowledge of the individual, may frequently do this work more effectively for women students than anyone else in the college can do it.

All but one of the deans report that although they are not definitely charged with the regular duty of advising students on educational and instructional matters, women come to them unofficially about academic difficulties; and this fact is an indication that students feel a need for academic advice from a person who knows them intimately. The one exception to this general policy is found at Marion where the dean also holds the position of registrar, and in this capacity helps students make out their programs, keeps track of the attendance, and records all student marks.

Carthage, too, seems unique in that the dean of women takes full charge of absences and tardiness. The regulation reads: "No resident of the hall shall be absent from class without sufficient excuse, and such excuse shall be reported to the dean within a week of the absence. All excuses for tardiness are also reported to the dean." Educational matters are the problems about which the students at Carthage most frequently seek the dean's advice. The dean must make home contacts in cases of failure or low grades.

At Wittenberg "the dean of the college has general charge of academic matters. . . . Each class in the college has a special

committee of class advisers." [6] Every six weeks the dean of women interviews, in order to give constructive aid, those women students who are falling behind in their college work.

At Thiel students receiving low grades are reported to the dean. (See Table 218, items 1 and 3, and Table 217, item 1.)

Giving Vocational Guidance.—The students should become acquainted with the vocational opportunities open to women. Such acquaintanceship includes information regarding the personal qualifications demanded by a particular vocation, the cost of adequate preparation for it, the opportunities for employment, the range of remuneration which may be expected, the chances for advancement, and the environmental conditions associated with the work. This information may be given in an orientation course or special series of convocations, in a specially prepared bulletin, or through books dealing with vocational guidance of college women. This work requires considerable study on the part of the dean or the vocational guidance bureau of the college. An annual vocational conference has been frequently held in colleges, and is effective in proportion to the extent to which the speakers can be induced to avoid generalities and give concrete, accurate, and useful information about a given vocation.

At Marion a member of the teaching staff is especially interested in vocational guidance work. She holds conferences with individual seniors, and with girls in other classes. She lends, to girls who are interested, any of her books and bulletins containing vocational information. Vocational talks are also a part of her program. In connection with her course in education, she plans to have her students make observations in schools, and teach in the evening school which she has organized for the country people near by, and in the Sunday school. She is also seeking opportunities for some form of apprenticeship in social service which she can offer to those who are interested. At Carthage the dean reports only vocational talks given once in a while to groups of students, by some one interested in a special vocation. (See Table 211, item 7, and Table 217, item 5.)

The students should be encouraged to make an inventory of their interests and their assets and liabilities in physical fitness, intelligence, social background, economic status, and previous preparation. In this way they can limit their field of vocational choices.

[6] *Annual Catalogue*, 1926-27, p. 30.

(See Table 211, item 7.) Students should be provided opportunity to secure part-time and summer employment, preferably of a kind that will give some pre-vocational experience. The care of children, for example, might furnish experience useful for students who contemplate teaching. Housework, on the other hand, has little try-out value for college students. The college should aim to place students, as far as possible, in part-time positions having the most educational value. (See Table 211, item 6.) Placement of graduates in suitable positions is the work of a placement bureau. The dean, however, should be able to contribute valuable data from her analysis of the individual students.

Wittenberg seems to provide the best facilities for part-time employment of students and for the placement of graduates. The college maintains a placement bureau which aids graduates in securing full-time positions. This bureau began functioning during the latter half of the academic year 1925–26. Teaching positions were secured for 92 students during the academic year 1926–27. Most of the girls who graduate become teachers. The dean maintains a part-time employment bureau for students. During the academic year 1925–26, work in private homes was secured for 20 students; in the dining hall, for 12; in college offices, for 6. Clerking in stores was secured for 8; sewing in odd hours, for 3; and caring for children evenings, for 25. The dean estimates that 60 to 75 students are annually given part-time employment. The variety of part-time employment is greater here than at the other colleges, and is of a type to give some opportunity for vocational guidance through participation. The dean usually establishes contact with employers by personal interviews. Full-time employment of students is in charge of the placement bureau. The dean estimates that she gives one hour a week to incidental vocational counseling of individual students. Vocational talks are given two or three times each semester to groups of students by the dean of men, dean of women, and occasional visitors. At the time of visiting Wittenberg no annual vocational conference had been held but plans for one in 1927–28 had been made.

At Marion, the placement service is less satisfactory than at Wittenberg, but the program of vocational guidance seems to be more complete and scientific.

In the other colleges, the part-time employment seems to be of a less educative type, such as dining room work, housework in

TABLE 192*

PART-TIME EMPLOYMENT FOR STUDENTS

	CARTHAGE	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MARION	SASKATOON
Bureau maintained—									
By dean's office	+†	+	+			+	+		−
By general office	+		+		−			+	
By separate office		+				+			
Number of students given part-time employment, 1926–27	50–63	14	43		29	25	60–75	14	4
Contact with employer established by personal interview	+		+			+	+		+
Kind of work secured—									
Answering telephone in dormitory								+	
Housework	+	+	+			+	+	+	
Sewing							+		
Care of children	+		+				+		
Coaching younger girls								+	
Work in stores			+			+	+		
Office work	+		+			+	+	+	
Library work in college	+					+		+	
Assistant in college		+				+			
Red Cross work			+						
Odd jobs						+			
Farm work									+
Church work									+

* In this and the following tables: A "+" indicates that the item is present, a "−" that it is absent, and a blank that no data were obtained on that point. In other words, "+" means "yes," "−" means "no," and a blank means "no information."

† With business manager.

private homes, and care of children. Table 192 gives the detailed information about part-time employment for students for each institution.

In all institutions, placement after graduation, when it is done at all, is largely concerned with teaching positions. In Thiel, the dean seems to do practically all the placement, while at Midland her responsibility seems to be limited to writing recommendations for those who have lived in her dormitory, and to helping students write letters of application.

The reports show no organized, systematic, scientific vocational guidance in any of these institutions. Incidental individual conferences with students about their future work are the only personal vocational guidance mentioned. (See Table 211, item 8.)

Table 193 attempts to give an idea of the relation of the dean of women to the vocational guidance program of the institution.

TABLE 193

RELATION OF DEAN OF WOMEN TO VOCATIONAL GUIDANCE FACILITIES OF THE COLLEGE

DUTY OF DEAN	NO PLACEMENT BUREAU OF ANY KIND REPORTED	BUSINESS OFFICE ASSISTS IN PART-TIME EMPLOYMENT. NO PLACEMENT BUREAU	SOME MEMBER OF FACULTY IS INTERESTED IN PLACEMENT	PLACEMENT BUREAU ONLY	PLACEMENT BUREAU AND BUSINESS MANAGER ASSIST IN PART-TIME EMPLOYMENT
Does no placement or systematic vocational guidance	Susquehanna, Newberry, Saskatoon	Lenoir Rhyne			
Assists in obtaining part-time time employment for students and positions for graduates		Thiel	Marion		Carthage
Has entire charge of part-time employment and does some vocational guidance				Wittenberg	
Has entire charge of part-time employment only				Midland	

Personal Advising in Relation to Discipline.—Rules of conduct should be few in number, and should be agreed upon by the students and faculty, in the light of the attitudes of the community, the parents, and the trustees of the college. They should not be so rigid that they cannot be modified by extenuating circumstances in individual cases. The dean's part is to consult and advise with faculty and students in the formulation of these rules. Rules worked over and agreed upon by students are better understood and obeyed than superimposed rules. Marion represents an extreme case of petty and confining rules. One student leader said, "There are so many small rules that one would cease to live if she did not break some of them." Midland, on the other hand, seems to be exhibiting a tendency toward a more liberal policy regarding rules and regulations.

Discipline should be more than an attempt to apply a punishment to fit a transgression. It should be a process of reëducation. This involves a thorough knowledge of the individual's present and past environment and personality, a knowledge of the true nature of the offense, and a follow-up of the offender's future progress. This is a large order which is difficult for the dean alone to fill. But she can make an important contribution to the committee of faculty and students who are collecting information on a case and deciding upon the best procedure to follow in dealing with it. Discipline in this sense requires the coöperation of both students and faculty. At Susquehanna the dean has sought to place the responsibility for discipline on the shoulders of the student government association. In most of the institutions discipline is thought of chiefly as the administration of penalties. Discipline, in this sense, should not be one of the duties of the dean of women. She should deal only with the constructive aspects of college life which the students themselves recognize as helpful to them. Confidential communication between the dean and students should not be hazarded by associating the dean with punitive measures. At present, however, offenses are handled by the student government, and more serious cases by the dean alone or by the dean and other members of the faculty. Very serious penalties are imposed by the president. The important constructive side of discipline seems to be unrecognized or at least not crystallized in practice.

The dean seems to have the largest amount of responsibility for the administration of discipline at Thiel, where it is considered one

of the most important functions. In this college students receiving low marks, as well as those who violate college rules, are reported to the dean. She alone deals with ordinary cases of discipline, sometimes after consultation with representatives of the student government. She discusses unusual cases with the president, who is the final authority.

At Midland, the dean seems to have the smallest amount of responsibility for the administration of discipline. Here her rôle is advisory only. She has no vote in the executive board of the student government body in the dormitory, and she is not wholly in sympathy with this recently organized association which seems to have almost complete responsibility for all matters of discipline, and to take its duties seriously. This board seems to be struggling with perplexing problems with very little help from anyone older than the students. This state of affairs is the opposite extreme from those situations in which the dean dominates the student government organization to such an extent that the students' authority is purely nominal.

The other colleges distribute themselves between these two extremes of control. At Carthage the dean seems to control the student government, and the students are quite content that it should be so. At Wittenberg, too, the dean holds an authoritative position in regard to discipline. All cases are reported to her. She in turn reports some cases to a committee, some to the individual faculty members concerned, and some to parents. The dean is authorized to warn and reprimand students, to notify parents, and to withdraw certain privileges. Cases which require treatment beyond her authority are reported to the faculty disciplinary committee, but the dean's advice is usually sought before sentence is passed on these cases. At Susquehanna, the dean seems to be doing a piece of constructive work in giving the students as much responsibility as they are ready for and in replacing the feeling of hostility toward the dean with a feeling of trust. At Newberry, Marion, and Lenoir Rhyne, the deans have much less responsibility in regard to discipline than at Carthage and Wittenberg. They are expected to advise students concerning their conduct but their authority ends with talking to individual students and giving a warning. At Marion, the majority of cases are taken care of by student government, but in the serious cases the president of the college is the final authority, the dean of women apparently acting

as an intermediary between students and president. At Lenoir Rhyne, the student House Cabinet Committee pronounces penalties, while at Newberry, the president and vice-president of the student body seem to be largely figureheads and the real decisions are made by the faculty. At Saskatoon, the dean, with the cooperation of the principal, administers discipline. (See Table 218, item 2.)

Prevention of misconduct rather than punishment should be stressed. Freshman week, orientation courses, chapel exercises, individual conferences with freshmen early in the term, and guidance of individuals by the most capable upper classmen ("Big Sister" plan, "Junior Advisers," etc.) are means of teaching the freshmen the standards and ideals of the college and the concrete conduct expected of them and of launching them on desirable college enterprises. This is important work and the dean should be sure that it is done.

Periods of pressure in academic work should be avoided. Examinations, term papers, reference work, and reading should not be allowed to pile up. Such piling up results in unnecessary nervous tension, "cramming," and a tendency toward dishonesty. Undue pressure of work causes students to resort to copying and cheating.

An estimate of the disciplinary responsibility of the deans of women in the nine institutions studied is given in Table 194.

All the deans advise students on personal problems of some kind. The deans were asked to give a rank of 1 to the type of

TABLE 194

RELATION OF DEAN OF WOMEN TO DISCIPLINE

DEAN'S RESPONSIBILITY FOR DISCIPLINE	LITTLE DISCIPLINARY TROUBLE	AVERAGE AMOUNT OF DISCIPLINARY TROUBLE	DISCIPLINARY CASES FREQUENT
Purely advisory, to student body, faculty, committee, or president	Newberry	Midland Marion	Lenoir Rhyne
Advisory, and entirely responsible for some aspects	Wittenberg Carthage Thiel	Susquehanna	
Chief authority responsible for administering discipline	Saskatoon		

problem with which they dealt most frequently, 2 to the type met next in frequency, and so on up to 6, in order of decreasing frequency. Comparison of relative frequency with which students have sought advice on various types of problems is given in Table 195.

TABLE 195*

RELATIVE FREQUENCY WITH WHICH ADVICE WAS SOUGHT ON VARIOUS PROBLEMS

TYPE OF PROBLEM	CARTHAGE	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MARION	SASKATOON	TOTAL
Contacts and relations with others, including conduct and etiquette	4	3	4	4	4	3	1	5.5	3	31.5
Financial affairs, including employment	2	6	3	3	6	6	2	2	5	35.0
Religious and moral questions	3	5	2	5	5	5	3	3	5	36.0
Educational programs and problems	1	4	5.5	1	3	2	4	1	2	23.5
Health and physical welfare	5	1	1	2	1	4	5	4	1	24.0
Living conditions ...	6	2	5.5	6	2	1	6	5.5	5	39.0

* The figure 1 represents the highest frequency; the figure 6 represents the lowest frequency.

This approximate estimate indicates that the students most frequently come to the dean with educational and health problems, and less frequently for discussion of living conditions. The great variation in the different colleges in this respect is striking.

Other problems mentioned by the deans are: compulsory church attendance—"Should one go to church when not spiritually inclined?"—, careers for women, love and marriage, double standards, etiquette, mission work, smoking, drinking, playing cards and interpretation of ideas and actions of others.

The extent to which students come voluntarily to the dean with their problems also varies. At Susquehanna, the dean seems to be winning the confidence of students and they come to her freely. At the other extreme, the dean at Midland seems to do little advising of individual students. It was reported that most girls do not go to the dean for help in solving a serious personal problem, but that they work it out themselves or go to some

mature student in whom they have confidence. This may not be a true statement of the situation, but if it is true this is an important matter which should receive the immediate attention of the dean.

In all the institutions studied, contacts with parents or guardians are made under similar circumstances. (See Table 217, item 4.)

In all the colleges the personal guidance work seems to be of an informal type, without adequate knowledge of the essential facts underlying various types of problems, without skill in the technique of interviewing and social case work, and without the coöperation of experts to whom cases may be referred which only a specialist would be competent to treat.

Group Activities of Students

Social Activities.—Some one should be responsible for the scheduling of college events, so that there may not be too many or too few social activities, nor conflict between meetings which the same students should attend. The dean of women usually has charge of this work. She makes and publishes the social calendar. Plans for all college affairs are submitted to her, and, if approved, are given a place on the social calendar. The social calendar is kept with varying degrees of thoroughness.

At Wittenberg the dean prepares a social calendar for students and faculty. It is published weekly in the college paper and posted on the bulletin board, and a copy is sent to each house. At Saskatoon and Midland, on the other hand, the deans report no social calendar. The other institutions vary between these two extremes in the thoroughness with which the social calendar is made available to students and faculty. At Susquehanna, it is prepared for students and faculty, and published annually in a special bulletin. At Thiel it is prepared for the students and placed on file in the office of the dean of women. At Lenoir Rhyne the social calendar is prepared for both students and faculty, but is not published. The dean at Carthage, together with a committee, prepares a social calendar which is published now and then in a college paper. The dean at Marion assists in the preparation of a social calendar. (See Table 212, item 3.)

A normal social life should be provided for every girl in the college. A rapid succession of large group parties, dances, and plays is not a normal social life. Being constantly engaged in various kinds of group activities is not a normal social life. Asso-

ciating only with people of the same age, sex, and economic condition is not a normal social life. A normal social life requires perhaps an occasional all-college affair, but large receptions and formal dances, dinners, and luncheons do not contribute much to the social education of most of those participating. More important are the frequent informal gatherings of smaller groups and clubs. In such meetings intellectual topics are made the basis for social discussion; projects such as plays, glee club programs, and debates are initiated and carried out by both men and women students; informal teas and parties are held in the dormitories; and walking, tennis, riding, and other athletic activities are undertaken. A still more important phase of normal social life is the everyday relationship between men and women students, between students and faculty, and between students and visitors. In these intimate relations broad and lasting friendships are formed. The art of taking part in conversation, interest in sharing ideas, correct etiquette at meals, and social ease in meeting people are developed in the daily small-group relationships. At many colleges, for example, men and women eat at the same table. One man and one woman may be responsible for service and manners. Finally, a normal social life demands periods of solitude and opportunity to work without interruption. Looking over her social program as a whole, the dean should see whether or not these opportunities are provided in the right proportion and in a way that results in the maximum educational value to the students. Every social activity should aid the student in developing the kind of self she wants to be. Any activity should be evaluated in terms of its contribution to the specific needs of each individual. If, for example, a student is from a home lacking in social background, she may need special enlightenment regarding social conventions. The unsocial girl needs to participate more in group life. The over-social girl needs some limitation of the number of activities in which she engages. (See Table 212, items 3 and 5.)

A large number of students should have opportunity for practice in leadership. This situation demands, first, a sufficient number of organizations; second, real student responsibility for initiating and carrying out plans, and third, a regulation of the number of offices a single student may hold. The student government association of a dormitory is an excellent organization for developing leaders. Committees for planning social events in the dormi-

tory, officers and members of committees in departmental clubs, class officers, and the like, all receive executive experience. To be most valuable, this experience should consist of real responsibility plus a certain amount of guidance. A dean who dominates the student government association is depriving the students of their share of responsibility. On the other hand, a dean who has no influence over the association is failing to give the students the maximum educational value from their participation, and is making them responsible for solving problems, for which they lack adequate knowledge. The point system is one means by which the dean can regulate the number of offices held by each student.

At Midland the dean seems to dominate the student government association to a smaller extent than in any of the other institutions. There is apparently lacking here, however, the coöperation between the student association and the dean that is present at Susquehanna, where the policy of the dean is to let the girls make and carry out plans for their meetings and parties. The responsibility is theirs, but they come to the dean freely for suggestions. At Carthage the dean's influence on the student government is very strong. At Marion, on the other hand, extra-curricular activities seem to be so restricted that the desire for participation in them is lost, and the activities in which students engage are meager. (See Table 212, item 3.)

The social activities at college should develop habits of using leisure time in the best ways. The more nearly the college life is like conditions which will be met outside the college, the more probably will the ways of spending spare time in college be transferred to life situations, and the more conscious will the student become of the community groups of which she will later be a part. The dean can help to raise students' ideals of what constitutes fun, and their standards of worth-while leisure activities. She may do this indirectly through conferences with student officers and committees, and directly through suggestions in the freshmen convocations, informal discussion groups, talks which she is asked to give, and the kind of entertaining which she herself does.

The life at college should be made more attractive than that furnished by competing outside commercial amusements. The problem is to consider the students on the social level which they occupy and gradually to educate them to the enjoyment of social activity which makes a greater contribution to their development,

The means reported as being employed to make the standards for social conduct effective are student government, indirect shaping of opinion, appeal to students through their various organizations, private and group interviews, removal of privileges, and strict punishment of offenders. This phase of the dean's work furnishes an interesting illustration of the various levels of student-faculty relationship which exist in these nine institutions. By serving on a committee of faculty and students and by conversation with individual students the dean can learn what the students like and dislike, what changes they want in the social life of the college, and what phases of social activity have the greatest appeal to them. The careful planning of events of the better type so that they will really be enjoyed, and the indirect forming of student opinion through college publications and individual work with the student leaders are means by which the dean may raise the standards for extra-classroom activities. Through her contact with student leaders she can also give students training in sound business management of student organizations.

Students should develop an appreciation of art, music, and literature which will lead on to continued interest outside the college. These interests are built not only by courses in art, music, and literature, but also by participation in glee clubs, art clubs, dramatics, and publications; by the interior decoration of the dormitories and college buildings; and by special speakers brought in from the world outside the college. The dean can encourage the "content" type of club. She can study with groups of students the improvement of the pictures and furnishings of the college rooms, and can suggest lectures on art and literature, and musical programs. (See Table 212, item 4.)

Some opportunity for engaging in social service should be offered to students. The dean can often discover in the neighborhood opportunities for students to lead classes and clubs of children or adults, and to work with individuals who need guidance. This work furnishes very valuable experience for college students. Upper classmen may gain some experience of this kind in their guidance of freshmen, and in helping the unsocial girls to take part in group life. (See Table 212, item 8.)

Contact with alumnae is valuable not only in order to secure their financial support, but also to get their opinions on desirable and undesirable features of their college life as they look back

on it. They can report the college activities which have proved most valuable to them since their college days, and can point out the aspects in which college failed to equip them for adult life. By keeping in touch with the alumnae, the dean is able to follow up to some extent the results of her advisory work with a view to improving it. (See Table 212, item 9.)

The dean is expected to coöperate with groups outside the college. The influence of an educated, cultured woman is of great value to community organizations, and the contact with the community is of great value to the dean in giving her insight into its needs and attitudes, in taking her away from the college atmosphere for a time, and in helping her to provide opportunities for students to meet a wider variety of social groups than is possible at the college. (See Table 216, item 3.)

Carthage seems to have, on the whole, the most extensive social life. The large social room and the smaller parlors and library are attractive, and adequate for large- and small-group social activities. The restrictions are reasonable—not rigorously repressive as they are in some institutions. (For details of restrictions, see Table 196.) Thus a normal social life is possible. Students are allowed to spend their week-ends at home whenever they desire. They may receive callers on Friday, Saturday, and Sunday from 7:30 to 10:00 P.M. The girls see the boys on the campus during the day, but not after dinner on week days, as this time is reserved for study. There seems to be a more normal relationship between men and women at Carthage than at any of the other institutions. As in the case of all the other colleges in this study smoking and drinking are not allowed at Carthage, and "petting" is discouraged. There are no college dances, and students are not allowed to attend public dances; but dancing in homes and in small groups at parties is allowed. Many of the students spoke with dissatisfaction of this attitude on the part of the administration toward dancing. Card playing is not allowed. It is openly opposed on the ground of being a waste of time. The dean believes that these standards are upheld by means of the general coöperation of the students.

The dean and president have tried to discourage sororities on the ground that they are undemocratic, but they have been neither forbidden, recognized, nor regulated. The new president of the college, however, appears to be much interested in fraternity prob-

TABLE 196

RESTRICTION ON SOCIAL EVENTS IN NINE LUTHERAN COLLEGES *

	CARTHAGE	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MARION	SASKATOON
Social events must be held on campus					+				
Week-ends and holidays only					+	+	+		
One evening each week									+
Saturday and Monday evenings								+	
Social events must be over by 11:30–12:30 P.M.					+	+	+		
Dances may be held on the campus			−				−		
All guests must be approved by the dean					+				
Students are permitted to spend week-ends at home	+	+	+	+		+	+		+
Whenever they wish	+								
Monthly		+							
Whenever permission from parents is obtained	−			+	+		+		
Students may receive callers	+	+	+	+	+	+	+	+	+
Week-ends and holidays	+				+	+			+
Saturday evenings								+	
Twice a month with permission of parents		+		+					
Students may attend social events in the town	+	+	+	+		+			
If they obtain permission beforehand	+	+			+	+	+	+	+
If they have chaperons									

* + means yes. − means no. Blank means no information.

lems and constructive steps in this direction will doubtless be taken. The dean has some supervision of sororities and clubs.

The dean at Carthage, with the coöperation of a committee, prepares a social calendar for students. This is published now and then in the college paper. Social events for students are initiated and organized to a large extent by the dean with the help of a committee, of which both the dean of women and the dean of men are members. They have indirect charge of all social affairs at the college.

Permission-giving and chaperonage are two of the dean's direct responsibilities. Students obtain from her permission to attend outside social events. She frequently chaperons college functions and has charge of groups leaving the city on college enterprises. Faculty members chaperon fraternity, dormitory, and other group

TABLE 197

CHAPERONAGE OF STUDENTS IN NINE LUTHERAN COLLEGES *

Note: The responsibility for chaperoning students is in some cases direct and in some cases delegated.

	CARTHAGE	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MARION	SASKATOON
Dean personally chaperons all college functions	−	−	−		+	−	−	−	−
Dean has charge of student groups leaving the city	+	+			+		+		
Faculty members serve as chaperons	+	+	+	+	+	+	+	+	−
Chaperons report back to the dean's office	+	+	+		+	+	−	−	
Chaperons are selected by the students	+		+		+	+		+	
Chaperons are selected by students and approved by faculty members		+		+			+		
Organizations have regularly approved and attending chaperons	+		−	+	+	+	−		−

* + means yes. − means no. Blank means no information.

parties. They sometimes report to the dean's office. The student organizations have regularly approved and attending chaperons selected by the students themselves. No fixed number of chaperons is prescribed. (For comparison with other institutions, see Table 197.)

The social duties are a prominent feature of the dean's work at Carthage. She considers them one of her greatest tasks. The following list of annual student occasions gives a concrete idea of their number and variety:

A get-together of all students for an evening of fun on the Wednesday after college opens.
The faculty reception for all students.
The freshman-sophomore contest, which is followed by an all-day picnic.
The Young Women's Christian Association recognition service.
Home-coming day, attended by parents and alumni.
Open house at the dormitory.
All-college parties on Hallowe'en, Valentine's Day, and Washington's birthday.
Mid-semester class parties.
Special dinner on Thanksgiving, St. Patrick's Day, and Easter.
Birthday dinner parties one Wednesday evening of each month.
The stunt fest, an annual spring event.
Tea given by the American Association of University Women.
Spring campus day.
Denhart Hall tag day—when girls sell tags for some special project.
Annual May Day fête.
One all-college party each month.

In addition to these activities, a varied and interesting social program is provided for the girls who live in the dormitory. The dean entertains frequently in the dormitory, giving teas and dinner parties often to both students and faculty. She tries to have the girls meet speakers who come to the college. She is also expected to care for the entertainment of guests of the college.

At Wittenberg, the social life is similar in most respects to that at Carthage. An additional feature is a point system operated by senior students. Through her work with house mothers, through talks on social amenities after dinner in the dining hall, through her orientation course, and by encouraging members of the faculty to entertain students, and students to call on members of the faculty, the dean hopes to promote a higher type of social life. There is need, however, for a broader social program.

Susquehanna's social program is not extensive, but it seems

to be sound. The dean stands in the background, and the students gain valuable experience in initiating and carrying out social activities. Standards for social conduct are determined by the students council. The extent to which the dean participates in the formulation of standards for social conduct and regulations is shown for each institution in Table 198.

TABLE 198

FORMULATION OF STANDARDS FOR SOCIAL CONDUCT AND REGULATIONS FOR RESIDENTS IN COLLEGE HOUSES

	CARTHAGE	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MARION	SASKATOON
Formulated by									
—the dean alone									
—the dean and faculty							+		
—dean and principal									+
—the dean, faculty, and student government association		+		+		+	+	+	
—dean and girls	+								
—the student government association			+		+				

Lenoir Rhyne might be placed next on a scale measuring adequate social programs. Although it has no large social room, there are a number of small rooms which may be used for social gatherings. Fewer privileges are allowed at Lenoir Rhyne than at Wittenberg. Seniors may receive callers four times a month. Under classmen are restricted to two dates a month. Girls may meet boys on the campus during the half hour before dinner and for two hours on Sunday. This amount of freedom has been criticized by the townspeople. The dean prepares a social calendar for students and faculty after the events have first been approved by the social committee. She makes it a point to attend practically every social affair at college. She regulates the number of activities in which a student may participate. The initiation and organization of special social events are the joint responsibility of the dean, the faculty, and the student committee. The entertaining

done by the dean, with the exception of faculty receptions, is less extensive than that done at Carthage. Last year (1925–26) two college parties, a faculty-student reception, and a Hallowe'en social, were given.

Thiel is handicapped by lack of adequate facilities for social affairs. The parlor in the dormitory is too small for parties and the gymnasium too large. The situation, as far as the dean is concerned, seems similar to that at Lenoir Rhyne. No definite attempt to improve the social standards of the students was reported, although the dean deplores the emphasis on dancing at so many college events.

At Midland, there is a decided absence of social rooms. One staff member thought there were too many student activities. The dean reports, however, that the number of activities in which a student participates is regulated through the student government association. There seems to be less supervision of the students by the dean at this institution than in some of the other institutions. Faculty and students are occasionally entertained at an "open house," but other entertaining seems to be incidental and informal. The dean seems to have no definite program for making the dormitory life socially educational.

At Marion, the social life has been restricted to such an extent that it has lost vitality and spontaneity. One visitor's impression of Newberry was "at no other college have I found such an utter lack of activities of any sort." The Summerland dormitory is lacking in provision for social activities, but the Newberry dormitory is better equipped in this respect. Fraternities are not permitted. There are many clubs, but they are not active. The chief function of the matron and dean seems to be that of chaperoning. At Saskatoon the number of social activities in which a student participates is directly regulated by the dean.

The attitude of the president and the dean of women toward standards of conduct and activities which the institution will sanction exerts an underlying influence on the dean's social work. Where this attitude is unyielding and contrary to student opinion, conflict and opposition are the result. Table 199 summarizes the attitudes of the various institutions toward some common college problems. It will be seen that Susquehanna and Wittenberg report the most tolerant attitudes toward these questions of conduct.

TABLE 199

ATTITUDE OF THE POLICY-FORMING GROUP TOWARD CERTAIN STUDENT PROBLEMS

	Carthage	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Marion	Saskatoon
Automobile riding									
Forbidden	+			+					
Permitted without restrictions			+						
Permitted with restrictions		+			+		+	+	
Card playing									
Forbidden	+	+	+	+				+	
Permitted without restrictions									
Permitted with restrictions					+		+		
Dates									
Forbidden									
Permitted without restrictions			+						
Permitted with restrictions	+	+		+	+			+	
Dancing with men									
Forbidden		+	+	+					+
Permitted without restrictions									
Permitted with restrictions	+				+		+		
Drinking									
Forbidden	+	+	+	+	+		+	+	
Permitted without restrictions									
Permitted with restrictions									

TABLE 199 (*continued*)

	Carthage	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Marion	Saskatoon
Petting									
Forbidden				+				+	
Discouraged	+				+		+		
No action taken toward it			+						
Public opinion against it		+							
Smoking									
Forbidden		+		+			+	+	
Permitted without restrictions									
Permitted with restrictions									
Public opinion against it	+		+		+				

The relation between the extent to which the dean controls the social life and the severity of restrictions and adequacy of social rooms is shown in Table 200.

Religious Activities.—Worship should be a part of the college program. From an educational point of view, it is an active, not a passive process. To think through the problems of life is difficult mental work. Guidance in worship is necessary.[7] The dean can do much to clarify the students' ideas of what religion is, and of what part it should play in their lives.

The chapel exercises should contribute something to the intellectual and spiritual growth of the students. Young men and women who in their other classes are taught to use the scientific method of thought should not be required to accept religious, moral, and social statements without question. The dean may consult with members of the faculty and with students concerning the best type of chapel exercise, the speakers to be secured, and the means of securing willing attendance. Students should feel

[7] A helpful series of articles ("Experiments in Personal Religion") is contained in *The Institute*, Vol. XII. Published by the University of Chicago Press, 1927.

TABLE 200

RELATION OF THE DEAN OF WOMEN TO SOCIAL LIFE

DIRECTION OF SOCIAL LIFE BY THE DEAN OF WOMEN	RESTRICTIONS			SOCIAL ROOMS		
	Considerable Laxness in Some Regulations	Considerable Freedom with Firmness in Certain Respects	Strict Prohibitions	Adequate Social Rooms	Some Social Rooms	Inadequate Social Rooms
Little direction of social life	Midland		Lenoir Rhyne, Newberry		Lenoir Rhyne, Newberry	Midland
Advisory plus some direct control of social life		Thiel, Susquehanna, Wittenberg, Carthage		Wittenberg, Carthage Susquehanna	Thiel	
Dean alone principally responsible for social life			Saskatoon, Marion	Marion		

free to come to her with their dissatisfactions and their suggestions. If as much effort were spent in making chapel worth while as is spent in making it compulsory, much would probably be added to the religious life of students. (See Table 212, item 4.)

There should be active religious work in which a large number of students may participate. This may take the form of individual or group tasks, such as teaching Sunday school classes, assisting at the services of the local churches, raising money for worth-while causes, and similar activities.

The personal influence of the members of the faculty who are "living deeply in spiritual as well as intellectual things" is difficult to develop and measure, but is of utmost importance. In this respect the dean may exert some influence.

The religious activities of the dean vary greatly, but in no case is she an important factor in carrying out an adequate program for promoting religious experience. The deans at Carthage and Marion seem to be most active in religious work.

At Carthage religious activities are a prominent feature of the

dean's work. She and another faculty member are advisers to the Young Women's Christian Association. The dean reports that this organization is the most important and flourishing one on the campus. Every girl in the dormitory is a member. One of the men students feels, however, that this organization is dominated by its two advisers and is not truly a student organization. The dean is active in other religious organizations also. In addition to leading chapel occasionally and directing various smaller groups, she discusses religious problems with the students to some extent. Furthermore, she likes to have the students raise money for mission projects. She gives two or three teas after Christmas at which the suggestion is made that girls may bring some money for missions if they wish to do so.

The dean at Marion reports that girls come to her with religious problems when they are troubled. Thus, she has a real opportunity for which much knowledge and skill are needed. She is active in the church, chapel, and other religious activities. She teaches a Sunday school class of primary children.

At Midland, Wittenberg, Newberry, and Marion, the deans occasionally lead chapel, have occasional personal conferences with students on religious questions, and act as advisers to some of the religious organizations.

At Lenoir Rhyne, Susquehanna, and Thiel, the deans seem to have practically no responsibility for the religious life of students.

The Physical Environment

A satisfactory physical environment contributes to both social activities and health of the students. Since social activities have already been discussed, this section will deal largely with the health of the students.

Housing.—The houses in which students live should be sanitary, safe, attractive, and adequate for all kinds of desirable social activities. The dean can present the need for adequate housing of women students, and make suggestions for the construction and furnishing of dormitories and the selection of heads of halls. If the food served to students is deficient in any of the necessary food elements or is served in an insanitary or unattractive manner, the dean should correct this fault by conference with the dietitian or other persons in charge of the college food supply. If there is no trained person in charge of the food, the home economics

department should be consulted; or if no help is available, the dean herself should make a study of the problem and seek to have an expert appointed. (See Table 213, items 1, 2, 3, 4.)

The dean's work in connection with the housing of students ranges from an extensive supervisory function at Wittenberg to detailed direct responsibility at Midland and Carthage. At Wittenberg the housing of students is one of the most important phases of the dean's work. It includes the assignment of rooms in the dormitories, and the making of changes in case there is dissatisfaction. It includes supervision of the sorority houses to see whether they are providing a satisfactory environment for the development of the sorority members. It necessitates an investigation of the homes where students may live, and an inspection of them at least once a year after rooms have been assigned. Since the dean cannot be personally responsible for satisfactory living conditions for students, she coöperates closely with the matrons, approves their appointment, confers with them individually and in groups concerning their housing problems and the management of girls. The dean is not personally in charge of any dormitory. She lives off the campus. A matron, or preceptress as she is called in the catalogue, is in charge of each college house. The dean supervises in a general way. Rules and regulations for students in dormitories, sorority houses, and private houses are uniform and "are formulated by the administration." The housing situation at Susquehanna seems similar in many respects to that at Wittenberg. The dean at Susquehanna, however, lives in the dormitory.

At Lenoir Rhyne and Thiel the deans are directly responsible for the conduct of students in the dormitories. They live in the dormitories and are on duty practically all the time. They supervise the matrons who have charge of the housekeeping and food supply. Coöperation with the matrons and inspection of private rooming houses seem to be carried on less systematically at these institutions than at Wittenberg.

The situation at Marion seems to be essentially the same as at Thiel except that there are no private rooming houses. At Carthage and Midland, the dean has charge of the dormitory without the assistance of a matron. The personal influence of the dean at Carthage is seen in the women's dormitory in the attractiveness of the furnishings, the inviting flower gardens, the well served

meals, the excellent table manners and deportment of the students in the dining room, and the pleasant and homelike atmosphere. At Midland the supervision of the housing of students in private homes seems to be well done. In addition to making a list of approved private homes, the dean inspects all of them before they are placed on the list, and after the students have been located in them. The proprietors are expected to enforce the rules made by the student government and to report to the dean concerning student conduct and conditions in their houses. Reports on house conditions are required from the students also.

A summary of the deans' relation to the housing situation is given in Table 201.

Table 202 shows the thoroughness with which the dean supervises student life in the off-campus houses. In no institution are

TABLE 201

RELATION OF THE DEAN OF WOMEN TO HOUSING IN NINE LUTHERAN COLLEGES

DUTY OF DEAN	TYPE OF HOUSING		
	Dormitory Only	Dormitory and Private Houses	Dormitory, Fraternity, and Private Houses
Direct responsibility for everything except housekeeping and food	Newberry Saskatoon Marion	Susquehanna	
Direct responsibility plus small amount of supervision		Carthage Lenoir Rhyne	
Direct responsibility plus large amount of supervision		Midland	Thiel
Supervision only			Wittenberg

men and women permitted to room in the same house. At Susquehanna, Newberry, and Carthage the rules for conduct in private houses are less strict than those for college dormitories. Table 203 presents the situation in sorority houses.

The situation at Newberry at present is so individual that the work of the matrons in both dormitories will be described sep-

arately. The matron at Monroe Hall, Summerland Section, listed in the catalogue as nurse and housekeeper, has had nursing training but no special training for dormitory supervision. She has a bedroom and office in the dormitory. The office is equipped with some nursing supplies but has no equipment for the work of social direction of the dormitory. Direct supervision of the health of students is one of her chief duties. Students are charged a fee of five dollars for nursing service. The matron has sole super-

TABLE 202

SUPERVISION OF OFF-CAMPUS BOARDING AND ROOMING HOUSES

	Carthage	Lenoir Rhyne	Midland*	Newberry	Susquehanna	Thiel	Wittenberg	Marion	Saskatoon
Number of houses		4	23		15	2	25		
Number of students living in such houses	45	12	26		25	2	25		
Maintain an approved list	+		+		+		+		
Inspect houses before placing them on the list	+		+		+	+	+		
Inspect houses after students have been located in them			+			+	+		
Semi-annually					+				
Annually							+		
Require a definite set of rules for students in these houses	+		+		+	+	+		
Rules for all college houses the same	+		+	+	−	+	+		
Expect proprietors to enforce rules	−		+		+	+	+		
Require reports from proprietors concerning student conduct	−		+		+	+	−		
Require reports from students concerning house conditions	−		+		+	−	−		

* The situation at Midland may have changed after the construction of the new dormitory.

vision of the girls who live in the dormitory. She gives permissions, and is responsible for the conduct and welfare of the group. She has complete supervision of the dormitory itself—reporting repairs, directing the cleaning, making requisitions for supplies, etc. She also takes charge of the little store run by the college. The matron is a member of two committees—Religious Committee and Committee on Buildings and Grounds. Her social activities are limited to attending social affairs and serving as chaperon. Her disciplinary power consists in reporting to the student council and to the dean of the Summerland section a third offense against dormitory regulations.

TABLE 203

SORORITY HOUSES

	Carthage	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Marion	Saskatoon
Number					4	2	8		
Number of students living in them					61	16	75		
Matron in charge					−	+	+		
Selected by students						+	+		
Subject to dean's approval						+	+		
Definite rules					−	+	+		
Similar to those for dormitory						+	+		
Less strict than those for dormitory					+				
Dean supervises student life in these sorority houses					−	+	+		

The matron at Carnegie Hall, Newberry College, has two rooms in the dormitory—a bedroom and a sitting-room-office. She has no assistant and keeps no records. She has full charge of the dormitory, that is, supervision of the girls in the care of their rooms, and supervision of the maid and the cook. She reports needed purchases and repairs. She helps in the planning of meals and

takes charge of the dining room at meal time. Her supervision of the social life of the students consists in granting permissions and in chaperoning. Her disciplinary function is to talk to the girls who break minor rules, and to report serious offenses to the president. The matron takes care of any girls who may be ill. There is no college nurse. No effort seems to be made to improve the general standards of health among the girls.

Health.—Students should follow a healthful daily schedule which provides for regularity, sufficient sleep and outdoor exercises, time for study, and time for leisure. Rules concerning meal time and study time should be willingly obeyed. One of the most healthful factors in college life is the simplicity and regularity which it entails. The problem of planning their day may be taken up with students by the dean in an orientation course, in individual conferences, or in dormitory meetings; or it may be handled by the nurse, the home economics teacher, the physical education director, or some other member of the faculty who is especially interested in this problem. The Dean can do much to establish ideals of living which make "the wasteful use of bodily powers seem foolish and inconsistent." Through her conferences with heads of halls, with officers and committees of the student government association, and by publicity through the medium of bulletin boards, college publication, and informal talks, the dean can give the students an understanding of the conditions necessary for healthful living in a dormitory.

The students should feel a responsibility for their own health and that of others. They should report minor ailments promptly to the proper authority. They should follow the advice given, even though it seems unnecessary to them. Rest in bed, for example, is the best treatment for a cold for the individual, and prevents the spread of the disease. It has been found that prompt exclusion from class of teachers and students having colds results in fewer total absences. If the dean finds that respiratory infections are prevalent, she should, with the help of the physician, the nurse, and other members of the staff, plan a campaign for preventing the spread of these communicable diseases.

There should be at the college competent persons to give scientific health advice, to establish in the minds of students the desire and purpose to maintain a high level of health and physical fitness, and to treat cases of illness. The dean, unless she is a registered

nurse or physician, is not qualified to prescribe remedies or to "doctor" the students. If one nurse has more cases than she can handle, a second nurse should be added to the staff.

Annual physical examinations should be given to all students early in the year. These should be thorough, not perfunctory. The student should be given specific advice during the examination, and this advice should be followed up to see that defects are being corrected and health habits established.

A program of physical activity which is enjoyable and suited to individual needs should be followed by all students. Intercollegiate games for women students present many problems of chaperonage, excessive participation by a limited number of students, and disturbance of routine. Interest in hiking, tennis, swimming, and other sports which are most likely to be engaged in outside of college should be encouraged.

There should be a positive health program with each member's part definitely delegated. This should not be merely a paper plan, but should be put into effective working operation. If some member of the staff is interested in organizing such a program (as is the case at Wittenberg), the dean needs only to offer encouragement and suggestions as they are called for. If no one is willing to direct a health program, the dean should undertake the task or persuade someone else to undertake it since the health of the students is an important part of her responsibility. This program should evaluate both curricular and extra-curricular activities according to their health-promoting contributions. It should include the points previously mentioned—a healthful environment, information about healthful living, arrangements for health examination, consultation with students who are apparently well; emergency, infirmary, and hospital treatment for those who are sick; physical exercise, individual correctives and sports, and the establishment of ideals of healthful living. (See Table 213, item 5.)

At Wittenberg there is carried out the most adequate health program found in any of these colleges. On the staff there is a nurse who lives in one of the dormitories, has regular office hours, and is on call practically all the time. Students report illness directly to her. From November 1, 1926, to December 16, 1926, she made 314 visits to girls ill in dormitories and sorority houses. There is also a college physican who is in his office two hours a day, five mornings a week. In addition, a member of the home

economics department who is especially interested in health has organized a health program. On the fourth floor of the main dormitory there is an infirmary with three beds. The dean estimates that fifty per cent of the out-of-town women students use it at some time during each year. A health fee of $2.00 per semester is charged. If a student is ill in a private home, she may call on the school physician. This service is covered by the regular student fee. Medical and physical examinations are given to all freshmen, but the records are not as yet wholly satisfactory. With the help of the nurse, physician, and other members of the faculty, the dean's duty in regard to the health of students becomes chiefly supervisory. She serves on the health committee and her suggestions have been appreciated by the committee. She notifies parents in cases of serious or extended illness, and receives from the heads of dormitories and sorority houses, and from the nurse, reports about the health of students. These reports are made at the end of the month. The dean herself does no "doctoring" of students. "In all cases of illness, however slight, the residents are expected to report to the nurse for aid and advice." [8]

At the other end of the scale as regards an adequate health program must be placed Lenoir Rhyne, Midland, Thiel, Susquehanna, and Newberry. These institutions seem to be markedly deficient in their provision for the students' health. They have no nurse, no school physician, no hospital or infirmary, no isolation unit, no member of the faculty actively interested in a positive health program, and no thorough annual health examination for all students. Little attention seems to be paid to the health of students except when they are ill. At Susquehanna, the dean requires that any girl shall notify the dean's office when she is unable to attend class or is absent at mealtime. In her talks to the girls the dean has suggested that they eat plenty of fruit, drink plenty of water, and take plenty of exercise. In others, also, of these five institutions the deans do what they can, but the programs are very inadequate.

At Midland the dean without adequate medical training tries to take over some of the duties of nurse and health director. She prescribes home remedies and talks to the girls about health. The girls frequently go to the physical education director in case of illness. At Lenoir Rhyne the students report to the dean in case of illness, and she notifies the parents and in some cases sends

[8] *Annual Catalogue*, 1926-27, p. 29.

for the town doctor. The dean alone seems to be responsible for the health of the students and even for their physical activity. At Thiel the dean does not seem to be especially interested in health, and does little more than notify the parents of cases of serious illness and advise when called upon. A well-organized health program seems to be much needed.

Carthage, Marion, and Saskatoon are between these two extremes. At Carthage, there is a nurse to whom students may report for examination at any time. Some cases are sent to the physician in town, who is also called upon to give a heart and lung examination to girls who are planning to play basketball. There is an infirmary in the women's dormitory which accommodates six students. At Marion, there is a part-time college physician who at present seems to have more the rôle of town physician. Individual students pay her for her professional services as they may require them.

The position of the dean in the health program is indicated by Table 204.

TABLE 204

RELATION OF THE DEAN OF WOMEN TO THE HEALTH PROGRAM

THE DEAN'S RESPONSIBILITY	NO NURSE OR PHYSICIAN	FULL-TIME NURSE ONLY	NURSE AND COLLEGE PHYSICIAN	NURSE, PHYSICIAN, AND HEALTH COMMITTEE
Advisory only		Carthage		Wittenberg
Personally responsible for students' health	Midland Newberry Susquehanna			
Little responsibility. Uninterested in health problems	Marion* Thiel Lenoir Rhyne			

* Note: Although the young woman physician at Marion is called the college doctor, her relationship to the students is more nearly that of a town doctor.

The Academic Environment.—The dean's contribution to the academic life through teaching: There is a difference of opinion as to whether the dean of women should teach. Mathews[9] presents some of the arguments in favor of her teaching. As a matter of fact, most deans of women in both colleges and normal

[9] Mathews, Lois Kimball, *The Dean of Women*, pp. 32-34.

schools at present carry a service load ranging from two to twenty-two hours per week. While it is the judgment of the Survey Staff that the dean of women will be a part-time officer in many institutions, especially those with a small enrollment, and that teaching will in many cases necessarily be assigned to her, it does not seem necessary to consider teaching one of the essential functions of the dean as a dean of women. Such a combination should rather be considered as a part-time assignment to each of two different offices, necessary as a matter of expediency or financial adjustment and not as an inherent relationship. As the work of the office of dean of women is expanded and emphasized the position will more frequently require a full-time officer. The number of hours the dean teaches per week in the colleges under investigation ranges from eight or nine at Thiel and Susquehanna, to none at Midland. At Marion the dean carries four hours of teaching a week; at Carthage, six; and at Lenoir Rhyne, four. The median teaching load of deans in liberal arts colleges and in institutions for the training of teachers is seven hours per week.

Various subjects are taught. At Thiel the dean has charge of all the work offered in Spanish, and in addition she has several hours of English per week. The dean at Carthage is head of the department of education. At Lenoir Rhyne the dean teaches public speaking; at Susquehanna, English; at Marion, Bible; and at Wittenberg, psychology. At Wittenberg, in addition to her three-hour course in genetic psychology, the dean gives in two sections a lecture course required of all freshmen. This course gives one hour credit each semester, and includes "a brief treatment of the following: how to study, social amenities, personal health, handling of personal funds and expenses, vocational interests and opportunities."[10] Some of the lectures are given by other members of the faculty. (See Table 214, item 1.)

At the basis of many of the problems of students is a maladjustment to the academic life of the college. This may be caused by admitting students who have not the capacity to do college work, by putting them into courses which make no appeal to them and seem to have no connection with their lives, or by submitting them to methods of instruction which destroy intellectual initiative, give no guidance in the technique of study, or demand the impossible in the way of preparation at certain periods of the year. The

[10] *Annual Catalogue*, 1926-27, p. 144.

dean of women has these deficiencies called to her attention as she studies individual cases that come to her. She should report her findings to the dean of instruction. Moreover, she should have a broad enough grasp of educational theory to make constructive suggestions informally to individual instructors, in faculty meetings, in conference with the president and other officers, or in committees which determine the policy of the institution regarding changes in curriculum, students' programs, standards of admission, content of courses, and methods of instruction. The courses with which the dean is especially concerned are courses in religion, courses in physical education which contribute to the health, enjoyment, and physical development of the student, and give her permanent interests in outdoor leisure time occupations, and courses in homemaking which give practical experience in fundamental problems of the homes over which most of the students will later preside. The dean should be familiar with methods of improving scholarship—such as honors courses. As the problems of instruction are treated in a separate chapter, they are merely mentioned here as a basic factor influencing the effectiveness of the advisory work. The effect of poor instruction on the dean's work may be illustrated by the complaint of one dean that it is difficult for her to maintain a study hour in the dormitory since very few of the students seem to have any studying to do. (See Table 214, items 2, 3, 4.)

The regulation of extra-classroom activities and the direction of dormitory life can play an important part in setting the stage for good scholarship. No evening affairs except departmental club meetings which end early should be scheduled for Monday, Tuesday, Wednesday or Thursday. Quiet hours in the dormitories should be observed. This at least makes studying possible.

The incidental intellectual life of students is of perhaps even more concern to the dean of women than is their scheduled program of studies. It is through leisure reading, through scientific, literary, art, musical, and other departmental clubs, and discussion groups that permanent intellectual interests are built. Leisure reading may be encouraged by making magazines and books easily available in the college library and dormitory reading rooms, by organizing book clubs, by coöperating with the public library, and by raising special funds for the purchase of new books and magazines. (See Table 214, item 7.)

Maintenance of the Dean's Office.—The dean has certain duties imposed by virtue of the office she holds. These include making the office an inviting place where students like to come, an efficient place where information the dean needs is easily accessible, and a convenient place where students are sure to find the dean at stated times. To accomplish this result, the dean should have an office staff which she selects and directs. She should visit the office of several outstanding deans, attend meetings of the Deans' Associations, and be familiar with publications in the field of college personnel work. (See Table 215.)

The Dean's Personal Growth.—The dean serves the institution by her example as well as by her activities. One phase of her duties, therefore, relates to her own self-development—her physical, social, and intellectual growth. One of the greatest mistakes of deans is to allow themselves to be so dominated by the innumerable pressing details which the exigencies of their situations seem to demand that they have no time for maintaining a high degree of physical vitality, or for intensive study, or for research, or for association with people outside the college.

Progressive teachers in all fields feel the need of training-in-service in order to keep abreast of the new developments in education. The dean especially should know what progressive institutions are doing and what leaders in her field are thinking. She can learn this by reading, by attending summer session courses, by taking correspondence courses, by obtaining a term's or a year's leave of absence for study, and by attending annual educational conferences. The deans at Carthage, Lenoir Rhyne, Susquehanna, Thiel, and Wittenberg have done graduate work. Although the dean at Carthage secured both her B.A. and M.A. at Carthage, she has prevented "ingrowing" tendencies by further study at the University of Chicago, by travel abroad, and by experience as a high school teacher and principal.

Ways and Means of Performing the Duties of the Dean.—Although the dean should make sure that the duties enumerated above are performed, she is not personally responsible for all of them. Some of them she does perform personally. She holds individual conferences with students; she attends in person many of the student affairs; she speaks to students in large and small groups. Other duties she delegates to some member of her staff. For example, the clerical work on the record cards should be done by

a secretary. An assistant can be made responsible for inspecting and approving off-campus houses, or for other sections of the dean's work for which she is fitted to help.

The dean usually knows that other duties are performed satisfactorily by other members of the institution, and she needs only to give encouragement and such aid as is requested. The nurse, the physician, the director of health education, or the home economics teacher may be carrying on an excellent health program. The student pastor may be developing the religious life of the students in a fine way. A placement bureau may be giving expert vocational guidance. In such cases the dean need only coöperate with these workers by giving the information which they need and by obtaining facts from them about individual pupils.

The dean influences the performance of other duties in an advisory way as member or chairman of committees of faculty, students, or both, and by conferences with the president of the college, with student leaders, and other individuals. Effective advice and suggestions are sometimes given by her in informal talks with people whom she meets incidentally. Table 217 lists some of these miscellaneous marginal duties. The informal advisory work of the dean is fundamental to an effective performance of her more direct duties. For example, some of her social problems would be eliminated if the classroom instruction were of a kind to challenge the interest and capacity of the students. Some of the religious difficulties she deals with would be avoided if the college chapel service were made more vital. Some of the disciplinary problems would not have occurred if the freshmen had been acquainted early with the rules, ideals, and opportunities of the college. The committee work which the dean does varies from active service on eleven committees at Wittenberg; on eight at Carthage; on four at Lenoir Rhyne, Midland, and Thiel; to none at Susquehanna and Marion. The dean at Carthage is a member of the following committees: (1) social control committee (composed of the three deans); (2) social committee (composed of students and faculty; (3) discipline committee (composed of the three deans); (4) scholarship committee (composed of the three deans); (5) the senate (a faculty committee meeting every Wednesday); (6) scholarship committee (Alumnae Association); (7) the loan fund committee of the American Association of University Women and (8) student help committee.

For the performance of some of the more intangible marginal duties, merely the dean's example and presence are sufficient. For example, a dean who is herself intellectually alive is often by that very fact a stimulus to students.

Variations in the Duties of Deans.—The individual differences in institutions as to size, physical equipment, the dean's staff, the attitude of the president toward discipline, the teaching load of the dean, the activities of other members of the staff, the attitude of the institution and the community toward certain forms of recreation, the type of students, and the experience and training of the deans, imply differences in deans' duties. If it is true that the work of the dean is a function (in the mathematical sense) of these various factors, we should expect to find deans doing many different kinds of work.

Great variation is found. At Wittenberg with its three dormitories, eight fraternity houses, and twenty-five private rooming places, the housing of students is one of the dean's most important duties. At Carthage the dean feels that social duties constitute one of her greatest tasks. At Thiel discipline is considered an important function of the dean. In Summerland the matron—who is also a nurse—finds that the health supervision of the students is one of her chief responsibilities. At Wittenberg the director of religious education relieves the dean of much work in the religious field, and the full-time nurse, the college physician, and an assistant professor of home economics meet the health needs of the students so well that the dean feels little responsibility for this aspect of personnel work.

Similarities in Existing Conditions as Reported by Deans.—Among the conditions listed on the blank filled out by the deans of these seven institutions, the following are reported by all deans:

1. A health report is made to the dean only in case of illness.
2. None of the institutions require a health examination before the student is admitted to the college.
3. All institutions have at least one college dormitory.
4. There is a definite set of rules and regulations for dormitory residents.
5. The dean is expected to take some part in the control and conduct of the dormitories.
6. Men and women students are not permitted to room in the same house.

7. None of the deans are definitely charged with the regular duty of advising students on educational and instructional matters, such as courses of study, programs, majors, minors, etc., but all do such advising incidentally.

8. Every one of the institutions has some regulations concerning dancing.

9. Students are permitted to spend their week-ends at home.

10. Students may receive callers and may attend social events in town.

11. All the deans believe their standards are observed.

12. All the deans entertain students in their homes or in the dormitories.

13. All deans are expected to advise students concerning conduct. In no case, except that of Saskatoon, does the dean's jurisdiction extend any further than the withdrawal of privileges. In all cases except one warning is given by the dean, and in three cases she may, on her own initiative, withdraw privileges. In no case is she authorized to suspend or expel a student.

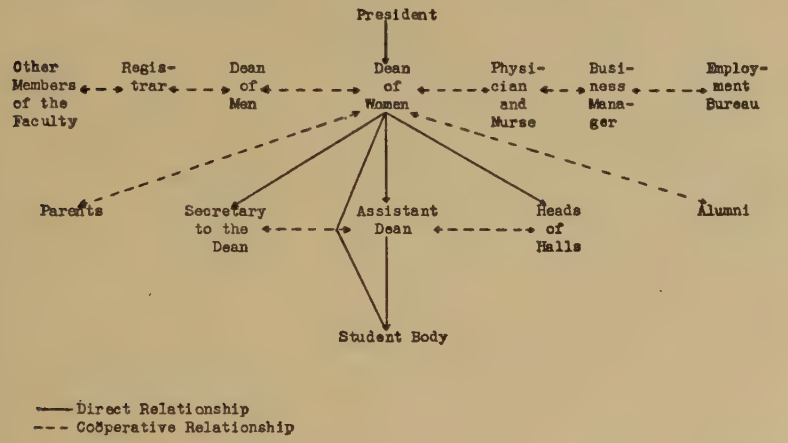
14. All deans maintain contacts with parents or guardians of students on matters pertaining to the progress and welfare of the students, either personally, in writing, or through the students themselves. Such contacts are most frequently made when parents visit the school, when students are ill, and in cases of discipline.

Staff and Relationships

"There should be enough assistance to free the dean and the assistant dean from routine office work and from too continuous office hours, at the same time providing for an open office throughout the working day of the university."[11] The dean's staff depends largely on the extent to which the various duties are performed by the dean's office rather than by separate departments. If, for example, the employment of students is managed by a separate bureau, the religious activities directed by a religious education worker, and the health of students cared for by a health service department, the dean's own staff would not need to be as large as it would be if all of these phases of personnel work were under her direct control. One satisfactory form of organiza-

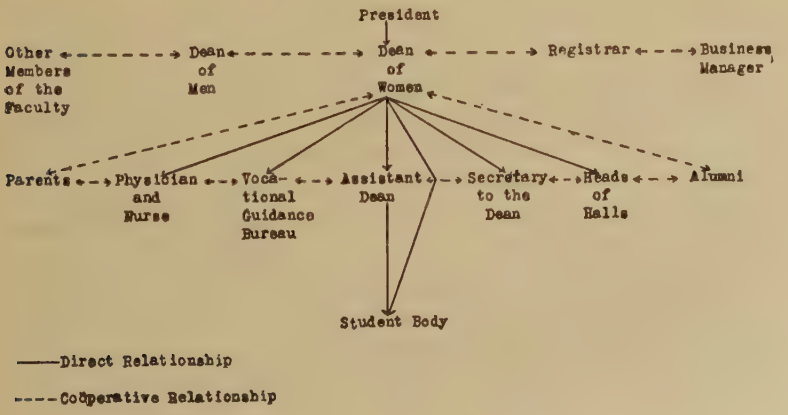
[11] Esterly, Virginia J., "The Dean's Desk." *Fourteenth Yearbook of the National Association of Deans of Women.* Published by the Association, 1634 Eye Street N. W., Washington, D. C., 1927, p. 80.

tion, as it relates to the dean of women, may be represented schematically as follows:



According to this plan of organization, the dean of women is directly responsible to the president. She works on an equal footing with the dean of men, registrar, physician and nurse, employment bureau, and other members of the faculty. Her assistant, secretary, and heads of halls are directly responsible to her. She has direct contact with the student body, both men and women, with the alumni, and with the parents of students.

Another form of organization is that in which the health service department and the vocational guidance bureau are under the direction of the dean. The chart in this case becomes as follows:



Which form of organization is better for a given institution depends upon the training, experience, and interests of the dean of women and of the other staff members concerned.

Table 205 shows the dean's staff in the institutions under consideration. The lack of assistance is striking. Without clerical helpers and with full responsibility for the student life in the dormitory, the dean is on duty practically all the time. Many important duties which she should perform are crowded out by routine work. The dean at Lenoir Rhyne seems to be tied down to permission-giving and dormitory supervision.

TABLE 205

THE DEAN'S STAFF

STAFF	Carthage	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Saskatoon	Marion
Assistant to the dean	–	–	–		–	–	–	–	–
Secretary	–	–	–		–	–	–	–	–
Part-time clerical worker .		–	–	+	–		–	–	+
Hostess, or matron, for each dormitory	–	–	–		–				
Stewardess				+	+				+
Nurse	+	–		–	–	–	+		–
Physician, part-time	–	–	–	+	–	–	+	–	
Physician, full-time	–	–	–	–	–	–	–	–	–

The relationship of the dean of women to other members of the institution shows interesting variation. At Carthage and Wittenberg the influence of the dean seems to permeate the college to the greatest extent. At Wittenberg there is direct relationship with the president, various committees, faculty members, parents, individual students, nurse, and heads of dormitories and sorority houses. At Carthage the dean mentioned her connection with above groups and also with the placement bureau, business manager, alumni, physical director, and house president. At Thiel the contacts of the dean are similar through slightly less wide. At Newberry, Lenoir Rhyne, Saskatoon, Marion, Susquehanna, and

Midland the only relationships reported are with the president, one or two faculty members, students, and parents.

Records

The individual advisement of students requires records. Ideally, these should be cumulative records of the individual's progress—intellectually, physically, and socially—from birth through college. The supervision of group activities would also be aided by records of each club, giving the names of members and officers participating, the time of meeting, and suggestions for improving the organization. Permission blanks are temporary records frequently used to account for students who attend social events off the campus. Files of articles, illustrations, and references on various subjects are useful to the dean in preparing talks to be given to groups of students or adults. Records of approved off-campus houses are necessary in colleges where this method of lodging students is employed.

There is no need for the dean to overburden her office with records which are easily accessible to her in other offices. A list of students who are physically handicapped, either temporarily or permanently, can be sent to her regularly from the health office. She can go to the same office for more detailed information about particular cases. The health record can then be explained by the nurse or physician and any misinterpretation be avoided. Similarly, she can obtain from the registrar's office, the placement bureau, and other departments of the college, information which will help her in dealing with a given problem. Students' ratings on intelligence tests, if these are available, can be recorded inconspicuously on the dean's individual record cards.

The records used by the deans' offices covered by this study are very meager. Carthage, Thiel, Wittenberg, and Saskatoon are the only colleges which report having records of any kind. Each of these had a card for individual students. Table 206 contains a list of the items most frequently found on similar cards in dean's offices in forty-two teacher training institutions, and indicates whether or not the cards of the colleges in this study contained the same items. (In the first column are marked the items used by the dean at the University of Oregon.[12]) In addition to these items there is a small space for each of the twelve terms on the

[12] *Op. cit.*, p. 81.

TABLE 206

ITEMS CONCERNING INDIVIDUAL STUDENTS INCLUDED ON THE RECORD CARDS KEPT IN THE DEAN'S OFFICE*

RECORDS KEPT BY THE DEAN'S OFFICE	University of Oregon	Carthage	Thiel	Wittenberg	RECORDS KEPT BY THE DEAN'S OFFICE	University of Oregon	Carthage	Thiel	Wittenberg
Identification Items: Name of student	+	+	+	+	Date and place of graduation				
Name of parent or guardian	+	+	+	+	Major subject	+	+	+	
Local address	+	+	+	+	Preferred course		+		
Home address	+				Financial Status: Occupation of parent or guardian				
Local telephone number	+				Do you earn money for your partial or total support?				
Age or date of birth	+		+		Type of self-supporting work	+			
Address of parent or guardian	+	+			Hours of work				
Hostess or housemother					Self-support before college	+			
Place of birth					Social Life: Church membership or preference	+		+	+
Roommate					School activities	+		+	
Academic information: Date of registration		+			Vocational Data: Experience in teaching				
Schools previously attended	+				Grade of certificate last obtained				
Classification in college (class)	+	+		+	Do you intend to teach?				
Program of studies		+	+						

* Lenoir Rhyne, Midland, Newberry, Susquehanna, and Marion did not report records of any kind.

TABLE 206 (*continued*)

Records Kept by the Dean's Office	University of Oregon	Carthage	Thiel	Wittenberg	Records Kept by the Dean's Office	University of Oregon	Carthage	Thiel	Wittenberg
Health: Physical condition					What church activities interest you?				
Date of last vaccination					What other activities interest you? ...				
Additional Items Found on These Record Cards: Discipline ...	+				What life work are you considering? ..				
Number of hours outside work for own support				+					

back of the card used by the dean at this university, in which to make a brief record of (1) scholarship, (2) activities and honors, (3) health, and (4) general information. It will be seen from the table that the cards used at the Lutheran Colleges reporting on this subject furnish little information to help the dean give constructive advice on the varied problems about which students consult her. In addition to this card, Carthage uses records of students' courses, absences, tardiness, and disciplinary troubles. Thiel uses permission cards and a blank on which chaperons agree to serve on a certain date, and report any observations which they think the dean ought to know. Wittenberg uses student employment cards which enable the dean to make connections between the students and employers. At Wittenberg the dean keeps an informal information book about students for her own use. The dean at Marion keeps only records that have to do with the registration and grade-recording system of the college. The only data which the dean at Midland keeps are the students' addresses, church affiliations, and college courses. These are written in a record book. In general, however, very little information is gathered concerning students, and records reported seem relatively inadequate and incomplete as a basis for properly advising students concerning their problems.

Physical Provisions Necessary for the Successful Performance of the Dean's Duties

The physical environment makes an important silent contribution to student life and to the effectiveness of the dean's work. Dormitories that are healthful, homelike, beautiful, and sufficient in number, that have adequate social rooms for large and small group activities, and that are large enough to promote normal group life, are essential elements. At Lenoir Rhyne, for example, the dean feels that the greatest need of the institution in carrying on its work with women students is a new dormitory. The dean at Thiel feels that she is handicapped by lack of suitable rooms for large and small social events. Table 208 gives an estimate of the housing situation in the different institutions.

The living accommodations of the dean herself influence her work as well as her comfort. Table 209 shows how the dean is

TABLE 207

The Dean's Office*

	Carthage	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Marion	Saskatoon
An outer office for the secretary or stenographer									
An inner office for the dean herself and one for her assistant									
A desk for each member of the staff	+	+			−	+	+	+	
A telephone		+				−	+	+	
Chairs for visitors	+				+	+	+		
Filing cabinet	+				−		−	+	
Closet for coats									
Some pictures, flowers, etc.	−				−	−		−	
Good lighting					−				
Location in the administrative building					−	+	+	−	

* No data were furnished by Midland, Newberry, and Saskatoon.

TABLE 208

HOUSING OF STUDENTS*

	Carthage	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Marion	Saskatoon
Healthful, attractive dormitories with adequate social rooms	+	−	−	−	+	−		+	
Healthful, attractive sorority houses and off-campus houses where these exist						−			
An infirmary	+	−	−		−	−	+	+	+
Capacity	6						5	3	4
Fee charged	−						+		−
Nurse in charge	+						+		+
Percentage of students using it annually	10						50		10
Isolation unit	+		−		−	−	−		+

* The undesirable features at Midland have been modified by the completion of a new dormitory.

TABLE 209

THE DEAN'S RESIDENCE*

	Carthage	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Marion	Saskatoon
Home off the campus							+		
Dean lives in the dormitory	+	+			+	+		+	
Bedroom	+	+	+		+	+		+	
Sitting room	+	+	+		+	+		−	
Private bathroom	+				+	−		−	
Private telephone					−	−			
Attractive furnishings			−		+			+	

* No data are given concerning Newberry and Saskatoon.

provided for in this respect. The physical features of the dean's office may properly be considered here. Adequate office space, furniture, and equipment are necessary. The standards set up tentatively in Table 207 were suggested by the dean of women at the University of Oregon.[13] One of the fundamental factors in maintaining health is an adequate diet served in a sanitary way. Another is provision for enjoyable outdoor exercise. Another is provision for isolating students having communicable diseases. These factors are likewise discussed in other sections but are mentioned here because they are fundamental to the dean's work. The question of diet will be considered in more detail.

Food Supplied by the Institution.—The essentials of an adequate diet are sufficient calories to meet the energy requirement; protein food adequate in quality and amount; ash constituents (calcium, phosphorus, iron, iodine); vitamins (A, B, C, and D); cellulose (bulk), and ease of digestion.

The calorie requirement of an individual depends upon her age, size, and activity. An average daily calorie requirement for students of college age is 2,200–2,400.

Milk, meat, fish, eggs, and cheese furnish proteins of good quality. Dr. Henry C. Sherman estimates that 10–15 per cent of the total calories should be protein calories. This means that the protein requirement would be met if a pint of milk, an egg, and one average serving of meat or fish were included in the daily diet.

The calcium and phosphorus requirements are most easily met by including a generous allowance of milk in the daily marketing list. A pint of milk a day for every student will do much to safeguard the diet from a deficiency of calcium and phosphorus.

The best sources of iron are spinach, egg yolk, whole wheat bread and cereal, potatoes, carrots, beets, oranges, figs, prunes, and dates. Using whole grain breads or cereals daily, and two or three of these other sources of iron will safeguard the diet against a deficiency of iron.

Iodine is present in minute amounts in milk and seafood. Communities far away from the sea should supplement the iodine content in food with iodized salt or other inorganic sources of iodine.

Vitamin A is most likely to be lacking in the American dietary of meat, bread, and dessert. It can be supplied very easily in

[13] *Op. cit.*, p. 78.

butter, milk, thin green leaf vegetables, and cereals and bread made of the whole grain. If a butter substitute is used, special care must be taken to include other sources of vitamin A. If the diet is adequate in other respects vitamin B will be present in sufficient amount. Vitamin C is supplied best by raw fruits and vegetables. Fresh fruits for breakfast and dessert, and some kind of salad every day—lettuce, grated carrot, celery, raw cabbage—will meet the vitamin C requirement. Cold slaw is cheap and is an excellent source of vitamin C and cellulose. Cooking destroys a large amount of vitamin C except in the case of tomatoes. Canned tomatoes are therefore a valuable source of this vitamin, especially when fresh vegetables are scarce. Vitamin D is closely associated with vitamin A. The richest source of this vitamin is cod liver oil.

Whole grains, fruits, and vegetables furnish the necessary cellulose.

TABLE 210

INDICATIONS OF DIETARY ADEQUACIES AND DEFICIENCIES

	Carthage	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Marion	Saskatoon
Meat: Excessive				+	+				
Milk: Sufficient	+		+		−			+	
Green leaf vegetables: Sufficient	−		−	−	−		−	−	
Whole grains: Sufficient	+			−	−				
Root vegetables: Sufficient	+				−			+	
Raw vegetables and fruit: Sufficient				−				+	
Fruit: Sufficient	+		+	−	−				
Sugar and starch: Excessive					+				
Hot breads: Excessive				+				+	

Ease of digestion is promoted (1) by eating foods that require thorough mastication—hard toast and rolls, raw fruits and vegetables, (2) by avoiding an excess of acid, spice, or sugar in any meal, and (3) by avoiding an excess of fat or a combination of fat and protein.

No dietary study of the institutions was made, but from a study of the samples of menus obtained certain adequacies and deficiencies in diet were indicated. Table 210 gives estimates of these lacks in the case of each institution, as far as data were available. It must be remembered, however, that these judgments were made on meager information and are merely suggestive.

The type of lunch served at Midland is especially good. It consists of a hot dish of some kind, such as cream soup, vegetable soup, macaroni and cheese, baked beans, vegetable plate; a salad; dark bread and butter; fruit or pudding; and milk.

The lunch served at Susquehanna on one of the days this college was visited was less satisfactory. The menu follows: meat loaf, boiled potatoes, gravy, white bread, ice cream. A lack of green vegetables, fruit, whole grain cereals, and milk may be noted in this menu. From information obtained concerning the breakfast and supper menus, these deficiencies do not seem to be made up by the other meals.

General Summary

The duties set up as standards in Tables 211–217 and the statements of results which should be accomplished may be taken as recommendations by any institution which, after comparing its program with the suggested standards, finds itself deficient in any respect. This self-criticism should be more valuable than outside criticism because of the more intimate knowledge of conditions which the members of the institution possess. The following recommendations, however, may be helpful. They are made with the realization that all the important factors which influence the situation may not have been brought to the writer's attention.

1. The dean should have adequate assistance in her work—matrons to relieve her of the direct management of the college houses, a nurse to care for the health of students, and a secretary to keep records, handle the correspondence, and take charge of other routine office detail. This assistance would enable the dean to devote more of her attention to careful and scientific personal

advising, to more thorough vocational guidance, to the organization of an adequate health program, and to other important features of the life of women students.

2. The dean should study the scope of the work outlined in this chapter and in other references, and definitely organize the work of her office in the light of her students' special needs.

3. The dean should secure by means of visits to other institutions, attendance at conferences, professional courses for advisers, and readings in the field, a better perspective on her work and the knowledge and skills needed for it.

4. Records of individual students which will help the dean in her advisory work should be kept, as well as such other records as will aid her in supervising group activities. The dean should secure and record intimate knowledge of the social, physical, moral, and intellectual characteristics and achievements of the individual and her economic and social conditions. This enables the dean to present to the student a picture of all the factors bearing on given problems and the probable consequences of certain courses of action, so that the student will be able to make an intelligent decision.

5. The dean should make a study of what constitutes an adequate health program, social program, and vocational guidance program, with a view to determining specific ways in which her own work could be supplemented in these phases of student life.

6. The dean should respect the intelligence and ability of her students and give them as much responsibility in the administration of their affairs as they are capable of assuming.

Mark Twain said of the ant: "I admit his industry, of course; he is the hardest working creature in the world, but he does not work calmly and wisely." The same criticism might be made in general of the dean of women in the institutions studied. That she works hard is evident from a study of her teaching load, her confining dormitory duties, the lack of clerical assistance in routine matters, and the variety of activities which are demanded of her. That she does not always work wisely is indicated by the fact that certain desirable results remain wholly or partly unachieved. Worth-while goals which deans should increase their efforts to attain are: a normal social life among the students, a constructive, functioning health program, a wholesome religious life among the students, a development of initiative and responsibility for their

own conduct and the carrying out of group activities on the part of students, and the awakening of each student to her physical, intellectual, and social possibilities.

The failure of the dean to accomplish the desired results more fully seems to be chargeable to the dean herself, to other members of the institution, and to underlying physical, administrative, and social factors. The dean herself may not be acting as wisely as she should because of lack of knowledge of what her duties are and how they can be performed most effectively. Among the deans in these institutions a noticeable deficiency in professional training and contacts was found. Even if the dean possesses the essential knowledge and techniques, she must take the further step of incorporating them into a definite, concrete program of work suitable to her own institution. "Work having to do specifically with individuals" is not a "one-man job" although it involves coördination by one person of knowledge from various sources. Coöperation with other members of the staff is necessary. Unfortunately, in some of the institutions this coöperation is lacking.

Some deans are handicapped by lack of social rooms, unhealthful and unattractive living conditions, and an inadequate diet. All have limited assistance in the performance of the duties of their office. Some are trying to do work properly belonging to the nurse, the physician, a vocational guidance expert, the registrar, or a dormitory matron. All are more or less bound by the ideas of discipline and social conduct which prevail in the institution and in the community.

In individual institutions some excellent forward-looking features have been noted which show a progressive attitude toward the dean's work. To develop further the desirable features, to eliminate or improve the undesirable, to see the dean's relation to the institution as a whole, and to be purposefully master of the situation rather than dominated by it, are the tasks which the dean of women in Lutheran institutions must accomplish.

Recommendations

Carthage.—

1. More adequate records should be kept in the dean's office so that personnel work with students may be done more scientifically and constructively.

2. The dean should be relieved of the duty of giving excuses

for absence and tardiness unless this gives her a special opportunity for personal advisory work.

3. Part-time employment should be extended, if possible, to include a greater variety of positions and a more educational type of work.

4. A matron should be appointed to relieve the dean of direct responsibility for the management of the dormitory so that she will have more time to work out a program of normal social life which includes men as well as women students, to supplement the social program for women which she now manages.

5. The dean should gradually give the students more responsibility in the initiating and carrying out of plans for social activities and in the administration of discipline.

6. The dean, with the help of the nurse and any other members of the faculty who are interested, should organize and put into operation a health program as thorough as the resources of the college will permit.

7. A trained dietitian should be employed to plan meals.

8. The dean should be given opportunity for study or travel.

Lenoir Rhyne.—

1. A program of vocational guidance should be planned and put into operation.

2. A social matron or student counselor should be appointed to direct student life in the dormitory so that the dean would not be burdened with permission-giving and dormitory supervision.

3. A full-time nurse should be appointed to care for the health of the students, and to help the dean organize an effective health program.

4. A teacher of physical education, who will be interested in exercise from the standpoint of health, should be added to the faculty.

5. The dean should interest the students in the project of furnishing their own rooms, the social rooms, and the dining room more attractively.

6. An office with the necessary equipment should be provided for the dean.

7. A trained dietitian should be placed in charge of the dining halls.

8. The spirit of loyalty and good fellowship which exists in

some aspects of college life should be extended to matters of discipline.

Midland.—

1. A matron or student counselor should be appointed to take charge of the dormitory.
2. The present coöperation of men and women on common projects should be encouraged.
3. A positive health program should be introduced providing for a nurse, a physical education director with a "health" point of view, and as many other health facilities as are possible.
4. The double beds in students' rooms should be replaced by single beds.
5. The parlor should be more attractively lighted and furnished.
6. An office equipped for her work should be provided for the dean, and useful up-to-date records should be kept.
7. The dean should continue to allow the students to exercise the initiative which they are at present showing in the management of their social life and disciplinary problems; but she should be more in sympathy with their desire for responsibility and be ready to offer suggestions for defining a social program more constructive than that which they themselves are capable of formulating. Furthermore, she should give aid in the educational handling of disciplinary cases which students have not sufficient knowledge to deal with successfully.
8. The planning and serving of meals should be improved.

Newberry.—

1. A member of the staff capable of giving supervision to both town and dormitory girls in their various activities should be appointed.
2. A health program should be planned and put into operation.
3. Cleanliness and neatness should be insisted upon in dining room and kitchen.
4. Labor-saving kitchen equipment should be installed.
5. A trained dietitian should be in charge of the planning and cooking of meals.
6. The interest of students should be aroused in the better care of buildings and grounds.
7. Stimuli, such as thought-provoking speakers and lecturers,

discussion groups, current magazines, and books, should be given to the students to increase the vitality of their intellectual and religious life.

Susquehanna.—

1. The students should be given help in learning to study, should receive such stimulation in the classroom as will make them more enthusiastic about their academic work, and should be given assignments which will challenge their interest and demand their best efforts.

2. A health program should be worked out which will include, among the other suggested features, the education of the students in regard to diet, and the appointment of a competent teacher of physical education for the women students.

3. The dean should be given freedom and encouragement in working out her ideas.

Thiel.—

1. The dean should continue her study of vocational guidance and placement so that she may do this work more effectively.

2. By means of formal and informal conferences with students and faculty, and by making a higher type of social activity enjoyable, the social standards of the students should be gradually improved.

3. A matron should be appointed for the dormitory in which the dean lives, as well as for the other college houses.

4. The heads of sorority houses should be more carefully selected and instructed.

5. An adequate health program and social program should be put into operation.

6. The students should be interested in the problem of making the living rooms and dining rooms more homelike and attractive.

7. Filing cases, telephone service, and more attractive furnishings should be added to the dean's office.

8. A private bathroom should be provided for the dean if she is to live in the dormitory.

9. Records should be kept which will help the dean to do her personnel work more effectively.

10. The dean's teaching load should be reduced.

11. The dean should be given sufficient clerical assistance.

12. The dean should consider whether the time she spends in committee work might not be more profitably spent in some other way.

Wittenberg.—

1. The dean should study the problem of vocational guidance in order that she may do her part in this work effectively.

2. A social program as broad in scope and as definite as the health program should be put into operation. This would insure for each student the kind of social life she especially needs; it would provide for a happy, worth-while everyday social relationship between men and women students; it would make clubs and sororities contribute their share to the students' development; and it would raise social standards in the college.

3. The good educational work the dean is doing with house mothers should be continued.

4. The dean's office should be made more attractive generally and more hospitable by the provision of chairs outside for waiting students.

5. A full-time secretary to the dean should be appointed to relieve her of mechanical details so that she may have more time to give to constructive work with individual students.

6. The orientation course which she has begun should be watched experimentally and improved from time to time by suggestions from students and from other institutions.

7. The dean should consider whether some of the time she spends on committee work might not be more profitably employed.

8. The dean's records of individual students should be made more complete and useful for her advisory work.

Marion.—

1. The dean should make a scientific study of the relation of the cost of living in the dormitory to the benefits received by students, the running expenses of the house, the cost of living in the district, and the capacity of the students to pay.

2. The dormitory rooms should be redecorated.

3. Suggestions should be given for the everyday use of leisure time so that the social rooms will be used more effectively for normal social life.

4. The dean's office should be made more attractive.

5. The awkward telephone and call system should be improved.

6. The dean should live in a home rather than in the dormitory, if this would be pleasanter for her.

7. More vocational guidance material should be made available to the students.

8. A definite health program should be inaugurated which should include a health examination for everyone, follow-up treatment for those who need it, active participation of everyone in outdoor exercise, attention to diet, and education in the choice of an adequate diet. A trained dietitian for the kitchen should be appointed. The young woman doctor who is at present doing some work for the college should be definitely employed by the college to help build up a health program. Such health work should be carried out even if every student is required to pay a $5.00 health fee.

9. The dean should have assistance in the routine of the registrar's work and in keeping personnel record cards.

Saskatoon.—

1. Discipline should gradually be put on a less autocratic basis, and more responsibility should be given to the students in the control of their conduct.

2. Faculty coöperation should be secured for putting into operation a comprehensive health program.

3. Vocational guidance programs for high school should be studied, and as much of this work be done as possible.

4. The dean should plan for a program of social life which will meet the needs of the individual students for a normal social life.

TABLE 211

DUTIES OF THE DEAN OF WOMEN AND THE DEAN OF MEN RELATING TO INDIVIDUAL ADVISEMENT

DUTY	CARTHAGE	GETTYSBURG	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MUHLENBERG	ROANOKE	WAGNER	WATERLOO	MARION	SASKATOON
1. Acquaint freshmen with the buildings regulations and opportunities of the college .. Give printed handbook of information to every freshman ..... Plan for junior and senior advisers or other system of introducing freshmen to the college							+m	+m						
2. Interview every freshman early in the year to discover problems that need further attention and help them to budget time and money	+w+m	+m	+w+m	+w+m	+w+m	+w−m	+w+m	+w+m	+m	+m	+m		+w	+w
3. Interview students who come voluntarily with personal problems of all kinds .... Find out the cause of the difficulty ..... Make changes in the physical, social and academic environment which are necessary for the solution of the problem. Gain the coöperation of other members of the faculty in making necessary adaptations Gain the coöperation of outside agencies when necessary														

Coöperate with parents in cases where they can help in the solution of the problem	+w		+w	+w	+w	+w	+w	+w					+w	+w
Give the students an understanding of all the factors involved so that they may choose a helpful course of action														
Refer to an expert case with which they cannot deal because of insufficient technical knowledge														
4. Interview students who are referred to them by other members of the institution because of failure in academic subjects, disciplinary trouble, health problems and other maladjustments	+w+m	+m	+w+m	+w+m	+w+m	+w−m	+w+m	+w+m	+m	+ m	+m	+m	+w	
Same procedure as in item 3														
5. Discover and follow up cases of maladjusted students, such as the "unsocial student," "over social student," and the "homesick student"														
Observe students as they go about the campus														
Study records of individual students (including their daily schedules)														
Ask students and faculty to keep them informed concerning students who need special attention														
Interview these students for the purpose of giving constructive aid														
Follow up the students to see if they are making a satisfactory adjustment to the situation														

TABLE 211 (*Continued*)

Duty	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Marion	Saskatoon
6. Secure suitable employment for students who need to support themselves during college	+w+m	+m	−w−m	w+m+	+m	−w−m	+w−m	+m	+m	+m	−m	+m	+w	−w
Locate opportunities for part-time employment in the college and in the community							+w	+w						
Select those opportunities which are satisfactory as far as remuneration is concerned and are at the same time educationally valuable								+w						
Interview students desiring part-time employment														
Make connections between student and employee	+w			+w			+w	+w						
Help students make adjustment to both their outside work and college life														
Follow up students who are doing part-time work to see that they are keeping well, and are having time for recreation and their academic duties	+w						+w	+w						
7. Give vocational guidance	+w					+w	−w	+w					+w	
Make available to students information concerning vocations	+w	+m	+m		+m	+w	−w	+w+m	+m	+m	+m	+m	+w	
Help individuals to analyze and weigh														

their physical, mental, economic and social qualifications for certain vocations in which they are interested		+m	+m		+m	−m	+m	+m	+m	+m	+m			
8. Assist in placement of students after graduation	+w−m	−m	−m	+m	+m	−w−m	+w−m	+w−m		−m	−m		+w	
Find opportunities for employment													+w	
Interview students desiring employment														
Write letters of recommendation	+w			+w										
Make connection between student and employee													+w	
Follow up success of student in the position	+w					−w	−w						+w	
9. Assist in the administration of student loans and scholarships	+m	+m	−m	+m	+m	+m	−m	+m		+m	−m			
Investigate claims of cases applying for loans and scholarships														
Present to the proper authorities names of students worthy of receiving loans and scholarships	+m													
Help to raise money for loans and scholarships														

Key: +=yes. −=no. m=men. w=women.

TABLE 212

Duties Relating to Group Activities

Duty	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Marion	Saskatoon
1. Acquaint freshmen with the buildings regulations and opportunities of the college								+m						
Arrange for convocation for freshmen at the opening of college								+w+m						
Plan small conference groups of freshmen with senior and junior leaders														
2. Arrange to have freshmen become acquainted with faculty and fellow students							+m	+m						
Assist upper-classmen with plans for a freshman tea														
Introduce freshmen to members of the faculty and other students								+m						
Arrange to have members of the four classes sit together in dining halls								+m						
3. Direct the social life and extra-classroom activities of the students	+w		+w	+w	−w+m	+w	+w	+w		+m			+w	
Approve plans for student social events	+w−m		+w+m	+w+m	+m	+w	+w−m	+w		+m	+m		+w	−w
Arrange dates and rooms for social events	+w−m	+m	+w+m	−w−m	−m	+w+m	+w−m	+w+m		+m	−m		+w	−w
Initiate and organize special social events	+w		+w	−w		+w	+w	+w					+w	−w
Determine standards for social conduct	+w+m	+m	+w+m	+w+m	+w+m	+w+m	+w+m	+w+m	+m	+m	+m		+w	+w

Give permission to students to attend outside social events	+w		+w	+w	+w	+w	+w	+w				+m	+w	+w
Arrange for students to meet faculty members and visitors at the college	+w							+w						
Promote desirable table manners in the dining halls	+w			+w		+w								
Confer with committee and officers of the student government association	+w		+w	+w		+w	+w	+w					+w	
Advise as far as is necessary, with officers and committees of student activities	+w	+m			+m	+w	+w+m	+w+m			+m			−w
Suggest new activities of the right kind	+w		+w			+w	+w	+w						
Encourage a variety of meetings of different social groups														
Regulate over and under participation in activities	+w+m	+m	+w+m	+w+m	+w	−w−m	−w−m	+w+m	+m	+m	+m			+w
Approve chaperons	+w+m	+m	+w	+m	+w+m	+w	+w+m	+w+m	+m	+m	−m			
Secure coöperation of faculty members in carrying out extra-classroom activities														
Ask faculty members to act as sponsors to clubs in which they are especially interested														
Ask faculty members to serve as chaperons for social affairs	+w		+w		+w	+w	+w	+w					+w	
Attend many extra-classroom activities as an invited guest	+w		+w	+w			+w	+w					+w	
4. Address or secure speakers to address groups of students on social, intellectual, religious, aesthetic and other questions						+w		+w						
Lead small discussion groups of five or six students														
Attend and speak informally at teas arranged by the women's and men's organizations														

TABLE 212 (*Continued*)

Duty	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Marion	Saskatoon
Speak to other groups of students at their request														
Arrange for a series of convocations or an orientation course for freshmen								+w						
Secure speakers on religious subjects or otherwise help to make chapel exercises vital to the students	+w		−w	+w	+w	−w	−w	+w					+w	
Secure speakers on health subjects														
Secure speakers on other subjects of current interest				+w										
5. Entertain students at teas, dinner or in other ways	+w+m	+m	+w−m	+w+m	+w−m	+w−m	+w+m	+w−m		+m	−m	+m	+w	+w
6. Entertain members of the faculty	+w−m	−m	+w−m	+w+m	−m	+w−m	+w+m	+w+m		+m	−m		+w	+w
7. Entertain college visitors	+w+m	−m	+w−m	+w−m	+m	+w−m	−w−m	+w−m	−m	−m	+m		−w	−w
8. Arrange opportunities for students to engage in social service in community													+w	
9. Keep in touch with alumnae	+w					+w	+w							+w

Key: +=yes. −=no. m=men. w=women.

TABLE 213

DUTIES RELATING TO THE CONTROL OF THE PHYSICAL ENVIRONMENT

DUTY	CARTHAGE	GETTYSBURG	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MUHLENBERG	ROANOKE	WAGNER	WATERLOO	MARION	SASKATOON
1. Present to the proper authorities the need for adequate halls of residence														
2. Approve the plans for new dormitories and sorority houses for women														
3. Approve the purchase of equipment for dormitories														
4. Supervise student life in college houses for women	+w+m	+m	+w+m	+w+m	+w+m	+w−m	+w	+w+m	−m	+m	+m	+m	+w	+w
Confer regularly with heads of halls, sorority houses and householders							+w	+w						
Inspect, approve and supervise off-campus boarding and rooming houses	+w			+w		+w	+w	+w						
Assign rooms in college houses														
See that diet adequate in every respect is furnished	+w		−w	+w	−w	+w	−w	−w					−w	−w
Supervise conduct of students in dormitories					+w									

TABLE 213 (*Continued*)

Duty	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Marion	Saskatoon
5. Supervise a positive health program			−w	−w	−w	−w	−w	+w					+w	
With the coöperation of a nurse and physician arrange a thorough health examination for every student	+w	+m			−w	−w	−w+m	+w+m	+m				+w	−w
Secure health history of students	+w−m	−m	−w+m	−w−m	−m	−w−m	+w−m	+w+m	+m	+m	+m			−w
With the coöperation of students, nurse and physician prevent the spread of communicable diseases	+w					−w		+w						+w
See that healthful program of physical activity is provided	+w				−w	−w	−w						+w	
See that students are given essential health information	+w			+w		+w							−w	
Detect and follow up individual health problems	+w							+w				+m		
Make changes in the physical, social and academic environment that will contribute to student's health														
Receive reports of illness of students	+w+m	+m	+w+m	+w+m	+w+m	+w+m	+w	+w+m	+m	+m	+m		+w	+w
Notify parents of serious illness of students	+w+m	+m	+w+m	+w+m	+w+m	+w+m	+w+m	+w+m	+m	+m	+m		+w	+w

Key: +=yes. −=no. m=men. w=women.

TABLE 214

Duties Relating to the Control of the Intellectual Environment

Duty	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Marion	Saskatoon
1. Teach one or more classes	+w+m	+m	+w	−w+m	−w+m	+w	+w+m	+w+m		+m	+m	+m	+w	
2. Suggest changes in the curriculum necessary to meet the needs of women students							+w	+w						
3. Give constructive suggestions regarding entrance requirements, discipline and students' programs														
4. Suggest changes in methods of instruction to meet the needs of students							−w	+w						
5. Talk or arrange to have others talk to students in chapel, after dinner and in club meetings on the intellectual growth that students should make while at college														
6. Approve selection of faculty members														
7. Make easily available for leisure reading worth-while magazines and books														

Key: + = yes. − = no. m = men. w = women.

TABLE 215

DUTIES RELATING TO THE DEVELOPMENT, EQUIPMENT, AND OPERATION OF THE DEAN'S OFFICE

DUTY	CARTHAGE	GETTYSBURG	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MUHLENBERG	ROANOKE	WAGNER	WATERLOO	MARION	SASKATOON
1. Organize the office of the dean of women and dean of men														
Determine the assistants needed														
Select and approve selection of assistants														
Assign duties to assistants														
Secure adequate filing space	+w					−w		−w					+w	
Arrange equipment to save time and motion														
Choose furnishings which make the office an attractive place	−w					−w	−w						−w	
2. Maintain the office of the dean of women and dean of men														
Keep records of individual students	+w		−w	−w	−w		+w	+w					−w	−w
Confer with office staff														
File information concerning various phases of the work														
Establish means of communication with students														
Establish relationships with students of a kind to establish confidence and respect														
Introduce an office routine that will save time and effort for other phases of the work														

3. Maintain contact with the dean's field of work													
Collect data on various problems that confront them													
Confer with and visit other deans													
Attend meetings of the Associations of Deans of Women and Deans of Men	+w−m	−m	+m	+w+m	+m	+w	+w	+w		+m	−m		−w
Secure advanced professional training in advisory work													
Study the special problems of the education of women and men													
Read recent research in the field													

Key: +=yes. −=no. m=men. w=women.

TABLE 216

DUTIES RELATING TO THE PERSONAL DEVELOPMENT OF THE DEAN OF WOMEN AND DEAN OF MEN

DUTY	CARTHAGE	GETTYSBURG	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MUHLENBERG	ROANOKE	WAGNER	WATERLOO	MARION	SASKATOON
1. Schedule time regularly for physical activity for uninterrupted study														
2. Is not too closely associated with the students														
3. Meet with people of different ages and different economic and social conditions	+w			+w			+w						+w	
4. Cultivate some interests not directly connected with their work														
5. Travel														

Key: + = yes. − = no. m = men. w = women.

TABLE 217

Miscellaneous Duties

Duty	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Marion	Saskatoon
1. Advise students incidentally concerning their academic programs	+w+m		+w+m	+w+m	+w	+w−m	+w+m	+w+m	+m					+w
2. Help freshmen through informal contact, to adjust themselves to the life of the college														
3. Encourage students incidentally in desirable activities of all kinds														
4. Maintain contacts with parents of students														
a. in case of illness	+w		+w	+w	+w	+w	+w	+w					+w	+w
b. in case of misconduct or failure	+w		+w	+w		+w	+w	+w						+w
c. concerning student welfare	+w		+w	+w			+w	+w						+w
5. Advise students informally concerning vocations	+w				+w	+w	+w	+w					+w	
6. Advise concerning the granting of scholarships and loans	+w			+w			+w	+w					+w	
7. Represent the students of the college on occasion														

Key: + = yes. − = no. m = men. w = women.

TABLE 218

DUTIES PERFORMED BY SOME OF THE DEANS WHICH DO NOT BELONG TO THE DEAN'S OFFICE

DUTY	CARTHAGE	GETTYSBURG	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MUHLENBERG	ROANOKE	WAGNER	WATERLOO	MARION	SASKATOON
1. Advise students officially concerning their academic programs		+m			+m			+m		+m	+m		+w	
2. Personally administer discipline in cases of misconduct	+w					+w	+w	+w						+w
3. Record attendance and marks of students													+w	
4. Take full charge of absence and tardiness	+w												+w	
5. Give medical treatment to students who are ill	+m			+w		+w			+m					
6. Be personally responsible for the health of students			+w	+w		+w								
7. Canvass for new students	+w													
8. Chaperon all college functions	−w		−w	−w	+w	+w	−w	−w					−w	−w
9. Raise money for various projects	+w			+w										

Key: + = yes. − = no. m = men. w = women.

CHAPTER V

ADVISEMENT OF MEN

The dean of men, like the dean of women, is engaged in "work having to do specifically with the individual." He also works with groups. What the dean of women does for women students, the dean of men does for men students. The philosophy which underlies the work of both is the same. The unit duties which they perform are similar. It is difficult to see how any of the standards proposed in the preceding chapter for the office of the dean of women could properly be omitted from a list of standards for the office of the dean of men. Moreover, a study of the meager literature dealing with the work of deans of men [1] reveals no other duties belonging peculiarly to the office of dean of men. If these duties are further analyzed, differences between the office of dean of women and dean of men in regard to specific procedures would doubtless be found. But as this section of the survey does not attempt to reduce the dean's work to specific procedures, the similarity between the two offices makes unnecessary a restatement of the functions of the dean, which have already been discussed in the section dealing with the work of dean of women. In this section, accordingly, the detailed discussion of standards will be omitted and only the work of dean of men as carried on in the various institutions will be described.

Institutions Studied

All the Lutheran colleges except Marion enroll men. Saskatoon did not report any students of college rank, and Hartwick is in the process of organizing its college. These two institutions

[1] Anonymous, "Confessions of a College Dean." *The New Republic,* Vol. 51, No. 655: pp. 117-119, June 22, 1927.

Clark, Thomas A., "History and Development of the Office of the Dean of Men." *School and Society,* Vol. 16: 65-70, July 15, 1922.

Clark, Thomas A., "Advisory Systems for Students." *School and Society,* Vol. 17: 85-90, January 27, 1923.

Kelly, Robert L., "Davidson College—A Diagnosis and a Prescription." *Christian Education,* Vol. 9, No. 8: 302-3.

are therefore not included in the tables or the text of this chapter. Collegiate reports no dean of men and did not fill the blank concerning the duties usually performed by that officer. Of the other twelve institutions only five (Carthage, Gettysburg, Midland, Thiel, and Wittenberg) report a dean of men. Lenoir Rhyne reports a dean of students and Waterloo a house father each of whom perform many of the functions of this officer. Blanks concerning the work of the dean of men were returned from each of the twelve institutions except Waterloo, the dean of the college supplying the information requested for Muhlenberg, Newberry, Wagner, and Roanoke and a member of the faculty filling the form for Susquehanna. Information contained in this chapter has been compiled from these eleven reports and from facts gained by visits to each of the twelve. Throughout this chapter the phrase dean of men (or the word dean alone) will be used to refer to the house father at Waterloo and the eleven other individuals who filled the blanks addressed to the dean of men at each college.

The twelve institutions considered are similar in the following respects:

1. The enrollment of men students is less than 600.
2. All except Thiel have one or more dormitories for men.
3. Students are permitted, with certain restrictions, to spend their week-ends at home.
4. There are restrictions on the social events of students as to time, place, outsiders attending, etc.
5. Students may attend social events in the town, and may receive callers at the college.
6. In all but one case the dean believes that the standards set up for social conduct are observed.

The variations among these institutions exceed their similarities. Especially striking is the lack of uniformity in the duties performed. The office of dean of men is as yet not standardized to any appreciable extent. The standards proposed for the dean of women should be helpful to the dean of men in discovering what his duties are.

As in the previous chapter, the institutions are discussed as far as possible in an approximate order of merit: first, those having the most desirable features, and last, those having the least desira-

ble features. A blank space in the tables shows that no data were obtained on the question.

Personal Advisement of Students

Advising Freshmen.—Only two institutions, Wittenberg and Thiel, report special attention to the orientation of freshmen. At Wittenberg the dean of the faculty, rather than the dean of men, officially has charge of freshman week and of the personal advising of freshmen. He appoints a group of seven men who constitute the advisers' committee for freshmen. These advisers are selected on the basis of wide experience, special knowledge of the professional and graduate school requirements, knowledge of a proper sequence of courses in one field of study, and information concerning opportunities for prospective students. The aim to have these men technically trained for their duties has not yet been realized, and the danger that such advisers will favor certain courses and will discharge their duties in a mechanical, perfunctory way has not yet been eliminated. The dean of men assists in the orientation of freshmen in a number of intimate ways. He writes a letter of welcome and advice to each entering freshman. During Freshman Week the dean conducts the devotional part of the opening program, is present at all meals served to new students and assists them in becoming acquainted, attends the "get-acquainted" reception the first night, and participates in the "progressive party" the second night of Freshman Week. He assists with the physical examination of new students. On Sunday he helps each student locate the church he wishes to attend and conducts the afternoon vesper service and the evening devotional meeting. On Tuesday afternoon the dean discusses fraternity questions with the freshmen, and on Tuesday night attends the evening meeting at which the responsibility of old to new students is stressed. Wittenberg has made a good beginning in the important work of introducing freshmen to the college and starting them in the right direction in their college career.

Thiel has an advisory system for freshmen which at present seems to be functioning less satisfactorily than that at Wittenberg. The plan in this institution is to apportion the entire freshman class among the faculty members, thus allotting approximately eleven students to each faculty member. The dean of the faculty instructs these advisers to get acquainted with the freshmen

assigned to them, to find out their problems, and to help make them feel at home at Thiel. The dean of men has no more responsibility in the orientation of freshmen than has any other faculty member. As at some other institutions where a similar system of faculty advisers has been tried, the results have been unsatisfactory largely because few of the faculty members are trained, interested, or properly compensated for this work. One or two special freshmen group functions have also been planned to help freshmen get acquainted with the faculty and with their fellow students, but as yet no well organized Freshman Week program has been put into operation.

Advisement Concerning the Granting of Scholarships and Loans.—None of the deans have entire control of scholarships and loans. At Carthage, Gettysburg, Midland, Newberry, Susquehanna, Wittenberg, and Roanoke the dean advises concerning the dispensation of these forms of material assistance to students, while at Lenoir Rhyne, Thiel, and Wagner the dean has no connection with scholarships and loans.

Giving Educational Guidance.—The dean of men in these institutions is, more often than the dean of women, definitely charged with the regular duty of advising students on educational and instructional matters. It should be remembered that four of the individuals reporting hold the title of dean of the college and would therefore be expected to have specific responsibility for educational and instructional matters. At Gettysburg, Newberry, Wittenberg, Roanoke, and Wagner the dean is definitely charged with the regular duty of advising students on educational and instructional matters. At Carthage, Lenoir Rhyne, Midland, Thiel, and Muhlenberg, although the dean does not officially give such advice, he does such advising incidentally.

At Carthage the dean has charge of two time-consuming routine aspects of the students' academic life. One is investigating absences and tardiness. According to mimeographed instructions, "All absences of men shall be reported daily by the instructors to the dean of men" and "Tardiness also shall be reported to the deans." The dean keeps records of absences in his office. The other phase of his educational work is the interviewing of men falling behind in their work.

At Wittenberg the academic advising which the dean does is less detailed and perhaps more constructive than it is at Carthage.

As far as possible the registrar discovers the cause of absences and notifies the dean, who then investigates the reasons for absences and passes judgment on each case. He sees that a student does not schedule less than 25 per cent of his classes in the afternoon, limits the schedules of students whose marks are low, and has some duties pertaining to students' habits of study. At Thiel the dean, in common with other members of the staff, makes suggestions for changes in the curriculum which are given consideration by the faculty committee on curriculum. At Susquehanna the dean apparently has no share in educational guidance.

Giving Vocational Advice.—Systematic individual conferences with students about their future work are reported by the deans of Lenoir Rhyne, Newberry, Wittenberg, and Muhlenberg. At Newberry the dean estimates spending five to six hours a week, and at Muhlenberg ten hours a week in vocational counseling. At Gettysburg the dean plans next year to spend ten hours weekly in this work. At Thiel, Roanoke, and Wagner incidental rather than systematic conferences are reported. At Wittenberg a small amount of vocational guidance is given jointly by the dean and the director of religious education. At Susquehanna no individual vocational conferences with students are reported.

Although none of these institutions hold an annual vocational conference, seven report from one to fifteen vocational talks given yearly to groups of students. At Wittenberg, for example, there is a course meeting once a week dealing with "Campus Problems" in which the last three periods are devoted to a discussion of some vocational problems. These talks are given by various people—representatives of the church, education, and business, professors, visitors, the president of the college, the dean, and the director of religious activities. At Waterloo there appears to be no attempt to give information about occupations other than those in the field of Christian service.

Securing Part-time Employment for Students.—Part-time employment may be either educational or simply a means of obtaining sufficient money to remain in college. At Midland the part-time positions obtained for students have more pre-vocational possibilities than do those in the other institutions. In this college twenty students work as clerks in stores, one is engaged as a typesetter, another is an insurance agent, and two others are salesmen of books and magazines.

TABLE 219

PART-TIME EMPLOYMENT FOR STUDENTS

	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner
Bureau maintained by											
—dean's office	+*	+	−	+		−	−	+	+	−	−
—secretary										+	
—athletic director							+				
—Y. M. C. A.									+		
Number of students given part-time employment, 1925-26	55	75	35	50	10	29		50		30	
Contact with employer established by interview	+				+			+		+	
Kind of work secured: Waiters in dining hall	15										
Janitor service	12			4							
Miscellaneous	9							50		30	
Office work	1										
Library	1										
Laboratory assistants	6										
Work at the college			35								
Taxi clerk				1							
Clerk in store				20	10						
Typesetter				1							
Selling insurance				1							
Selling magazines				1							
Selling books				1							

* In coöperation with business manager.

At Carthage, although a few students are employed in town, most of the positions are of the unskilled labor type, such as waiting on table and cleaning the dormitory. This work is supervised by the cook. The compensation is a rebate of one-half the bill for board. All work is paid for at the same rate. Only seven of a total of fifty-five students are engaged in work of a professional type such as librarian and laboratory assistants. Work is given to those who are in greatest need of financial assistance and who are able and willing to do the work. At Lenoir Rhyne thirty-five, at Wittenberg fifty, and at Roanoke thirty, are engaged in miscellaneous service at the college.

Five deans maintain a bureau for obtaining part-time employment for students, and five do not. At Carthage this bureau is maintained by the dean in coöperation with the business manager; at Thiel, by the athletic director and students themselves; at Muhlenberg, by the Young Men's Christian Association; and at Roanoke, by the secretary. At Susquehanna and Lenoir Rhyne twenty-nine to thirty-five students are employed in a very informal way, with no one apparently responsible for such employment.

Carthage, Newberry, Wittenberg, and Roanoke establish contact with employers by means of personal interviews. Gettysburg relies on employers applying to the college, while Wittenberg employs field secretaries to canvass the city for suitable positions. Table 219 gives the details of part-time employment in these institutions.

Placement of Graduates.—The dean at Newberry is the only one who attempts to maintain a bureau for obtaining full-time employment for graduates. Placement is, perhaps, not properly a function of the dean's office. It is definitely not one of the dean's duties in these institutions. In cases where such a bureau exists it is operated by various members of the staff—president, dean of the college, professor of education, or secretary.

The type of employment most often secured is teaching. Wittenberg reports forty-four students placed in high school and thirty-seven in elementary school positions during the academic year 1925–26. This is 40 per cent of the graduating class.

At Thiel placement is in the hands of the dean of the college. Teaching positions are secured by means of a blank concerning vacancies sent to neighboring schools and by unsought requests for teachers made to the college. There is no plan for the fol-

low-up of persons who are placed, and the dean feels that the work as a whole is not well organized.

Personal Advisement in Relation to Discipline.—In all the institutions except Susquehanna, the deans report that they are expected to advise students concerning their conduct, and to give advice and recommendation in all serious cases of discipline. Eight of eleven deans administer discipline in cases of misconduct.

At Gettysburg, Roanoke, and Wagner the deans of men seem to have the largest amount of power as disciplinary officers. They are authorized not only to withdraw privileges but even to suspend students. In each of these institutions the dean reports his judgment on cases of discipline to the president, entire faculty, and parents. At Roanoke, the decisions concerning cases of discipline are also announced to the student body. Only the very serious cases are reported to the president of the college as the final authority.

At Midland the dean's authority ends with putting a student on probation. At Newberry and Wittenberg the dean has the power to withdraw privileges, but not to put students on probation. The disciplinary committee has the final authority in the more serious cases. At Carthage the dean only warns and reprimands students and notifies parents in cases of misconduct. At Thiel the dean has little responsibility concerning the conduct of students except as a member of a disciplinary committee composed of the three deans. Some cases of discipline are handled by this committee, while other cases are administered by the president, the deans individually, or the faculty as a whole.

Lenoir Rhyne, Susquehanna, and Muhlenberg are at the other end of the scale, the deans reporting no responsibility in the administering of penalties. This duty devolves upon the entire faculty, the president, or a special committee. This policy is thought by many to be preferable to the policy of making the dean the chief disciplinary officer.

The students' share in the administration of discipline likewise varies in the different institutions.

At Lenoir Rhyne the students seem to have the greatest responsibility in self-government. There is a question, however, as to the efficacy of the present form of student government so far as the maintenance of good conduct in the dormitory is concerned.

At Carthage the proctor method, which has proved unsatisfac-

tory, has recently been supplanted by a men's student government association composed of all juniors and seniors who live in the dormitory. The purpose of the organization is "to handle all matters of disorder occurring in North Hall in violation of rules of order, cleanliness, and friendly relations." This group has power to administer discipline in all ordinary cases; major offenses are referred to the college disciplinary committee. The dean thinks that this organization has proved satisfactory thus far because it forces all upper classmen to share the responsibility for maintaining good conduct.

At Wittenberg a combination of faculty and student control is causing dissatisfaction on the part of the students, who complain that the faculty are not careful to get all the facts before acting, and that responsibility for decisions on disciplinary cases cannot be fixed. The students refuse to give information concerning cases of misconduct because they feel they have no part in the making and administering of policies.

At Thiel there is a student council which, however, has no real authority in respect to discipline. Complete faculty control exists at present. The dean has proposed that the students select a committee to meet with the faculty committee and to pass judgment on disciplinary cases. Some students demand an honor system, but the dean thinks this is impracticable.

The students' share in the government of the college is also shown by the way in which standards of social conduct are formulated. At Lenoir Rhyne, Midland, Newberry, and Susquehanna these standards are formulated by the student government association. In all the other institutions except Roanoke they are formulated by a faculty committee. At Roanoke they are formulated by the dean's office and at Waterloo the dean virtually makes the dormitory regulations.

All the deans advise students concerning personal problems of some kind. Table 220 gives a comparison of the relative frequency with which students have sought advice on various types of problems. This table indicates that the dean of men is most frequently consulted concerning financial and educational problems. Again it must be remembered that four of the individuals reporting are deans of their respective colleges and would therefore be the logical individuals for students to consult on educational problems. It is interesting to note that educational problems

TABLE 220

TYPES OF PROBLEMS BROUGHT TO THE DEAN*

TYPE OF PROBLEM ON WHICH STUDENTS HAVE SOUGHT ADVICE	CARTHAGE	GETTYSBURG	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	ROANOKE	WAGNER	WATERLOO	TOTAL†
Contacts and relations with others including conduct and etiquette	6	6	4	1	4			6		5	5	37
Financial affairs including employment	1	3	1	2	3			1		4	2	17
Religious and moral questions	5	4	2	4	5			3		6	6	35
Educational programs and problems	4	1	6	3	2			2		1	1	20
Health and physical welfare	3	2	5	6	6			5		3	3	33
Living conditions	2	5	3	5	1			4		2	4	26

* Susquehanna and Thiel supplied no data concerning this matter.

† Note: Since "1" indicates the most frequent problem, and numbers 2, 3, and 4 the problems concerning which students consult the dean less frequently, the smallest total score represents the problem most frequently, and the largest total score, the problem least frequently, brought to the dean.

were those most often brought to the dean of women. The dean of men is least often consulted about social relationships and etiquette. Although in these institutions as a whole students come to the dean less frequently concerning religious and moral questions than for any other kind of advice, the deans at both Susquehanna and Thiel report that students have sought their advice "mostly on religious doubts," and in still other institutions students are reported as frequently bringing their religious and moral questions to the dean.

Other specific problems brought to the dean are vocational problems, such as type of work to pursue, breaking contract for a better job, religious implications of the choice of a life work, religious and moral problems, such as the relation of the student to religious services, foundations of religious faith, church affiliations, evolution, religious doubts, telling the truth about another student, responsibility in reporting violations of rules, and educational problems, such as responsibility to instructors.

The extent to which the students come to the dean of men

varies greatly. At Carthage the dean reports that many personal problems, including love affairs, are brought to him, and that he obtains information about individuals through personal interviews and correspondence with parents. He admits, however, that it is quite impossible for him to know every boy in the college. At Wittenberg, at the other extreme, the personnel work seems to be done by the dean of the faculty rather than by the dean of men. It is the dean of the faculty who keeps for each student a card on which personal data and an account of every interview which has taken place between this student and any member of the official advisory staff are recorded. The data show that the purpose and techniques of effective personnel work are not fully understood or applied by the deans in these institutions.

Group Activities of Students

The Social Calendar.—In coeducational institutions the responsibility for the scheduling of college events is usually placed on the dean of women rather than on the dean of men. In only three cases does the dean of men report that his office prepares a social calendar for students. At Wittenberg the dean of men serves on a calendar committee, consisting of the dean of women, chairman of the music faculty, and a member of the athletic board of control. This committee prepares, publishes, and distributes the social calendar weekly.

At Thiel the social calendar is kept in the office of the dean of women, who schedules all except extraordinary events. These events are passed on by a committee of the three deans.

At Carthage, as at Wittenberg, the social calendar is prepared by a committee of deans which meets one hour weekly to schedule social activities. All students planning meetings are expected to bring their requests for dates and rooms to this committee. Faculty gatherings and meetings in the town are included in the school calendar to avoid conflicts between meetings.

In most of these institutions student social activities are restricted as to time, place, and outsiders attending. The details of these restrictions for all coeducational colleges are given in the preceding chapter. The restrictions reported by the three men's colleges are few. Muhlenberg and Wagner mention no specific restrictions and Roanoke reports that social events must be held on the campus and at the close of the week.

Initiation and Organization of Social Events.—Although plans for student entertainment are subject to the approval of the dean in five cases, only at Gettysburg is he expected to initiate and organize special social events for students. In cases where the dean does not regulate social events, a faculty committee, a student committee, a faculty and student committee, or a committee of deans has this function.

Regulation of Number of Social Activities in Which a Student Participates.—To protect certain individuals from excessive social activity and to give a larger number opportunity for leadership, six deans attempt to regulate student participation in extra-curricular activities. At Gettysburg and Wagner this is done directly by the dean; at Lenoir Rhyne, Midland, Newberry, and Roanoke, through student government. At Carthage a faculty committee is at present working out a definite point system, and at Wittenberg the dean of the college, assisted by one of the student organizations, is putting a point system into practice. At Roanoke the faculty regulates student participation.

Fraternities and Clubs.—At Newberry and Wittenberg the fraternities and clubs are under the direct supervision of the dean. At Gettysburg, Thiel, and Wagner the dean's control is indirect. At Thiel, for example, the dean is interested in fraternities and wishes to establish them on a better basis, but at present there is considerable animosity among the fraternities themselves and no real regulation by the college. A few members of the faculty sponsor student clubs, that is, meet with them occasionally, take part in discussions, and attend social functions. Class sponsors seem to be badly needed.

Chaperoning.—The dean of men chaperons all college functions in only two institutions—Carthage and Muhlenberg. All but three deans, however, report some direct responsibility for chaperoning. When the dean is not present some faculty member represents him. At Thiel the dean feels that the faculty should meet more often with the students, not only as chaperons of student social events, but as participants in student-faculty social activities. Further details concerning the chaperoning of students may be found in Table 221.

Entertaining.—Unlike the deans of women, many of the deans of men seldom entertain students and faculty. The dean at Roanoke entertains students frequently at his home; and the faculty

TABLE 221

CHAPERONAGE OF STUDENTS

	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo
Dean personally chaperons all college functions	+	−	−	−	−	−	−	−	+	−	−	
Dean has charge of student groups leaving the city	−	−	−	−	+	−	−	−	−	+	−	
Faculty members serve as chaperons	+	+		+	+	+	+	+	+	+		
—They report back to the dean's office		+	−	−	+		−	−	−	+		
—They are selected by students				+	+		+	+	+			
—They are selected by students and approved by faculty	+	+			+					+		
Organizations have regularly approved and attending chaperons	+	+	+	−	+	+	+	+	−	+	−	

once a session. The dean at Gettysburg similarly entertains students, but not faculty. At Carthage the dean entertains students about once a semester in the dormitory. The deans at Midland and Thiel report entertaining students informally "not very often" and the faculty as individuals only. Deans in the other institutions report no entertaining of students or faculty. At three colleges—Carthage, Newberry, and Wagner—the deans report that they are expected to care for the entertainment of guests and visitors of the college.

The Physical Environment

Housing of Students.—Although housing conditions are fully discussed in another chapter, they will be mentioned here because a sanitary and socially adequate physical environment is fundamental to the success of the dean's work with individuals. All the institutions have some kind of college houses for students. Ten

colleges report dormitories; seven, fraternity houses; seven, private rooming houses and homes; and one, a coöperative house. Six of these colleges—Carthage, Gettysburg, Lenoir Rhyne, Midland. Newberry and Wittenberg—have a matron or similar employee in charge of each college dormitory.

These six colleges, together with Muhlenberg and Roanoke, report a set of definite rules and regulations for dormitory residents. In no two institutions are these rules formulated in the same way. At Carthage, the regulations are made by the juniors, seniors, and dean of men; at Gettysburg by a faculty committee; at Lenoir Rhyne by a faculty-student committee; at Midland by deans and students; at Newberry by the student council; at Wittenberg "some by the college, more by students themselves"; at Muhlenberg by the board of trustees, and at Roanoke by the dean

TABLE 222

SUPERVISION OF FRATERNITY HOUSES

	CARTHAGE	GETTYSBURG	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MUHLENBERG	ROANOKE	WAGNER	WATERLOO
Number of fraternity houses ..	2	12				4	3	8		1		
Total capacity	30	160				120	10–22	171	60	16		
Number of students living in them now	15	117				61	48	142	60	12		
Matron in charge	+*	–					–	–	+	+		
—Selected by students	+					+	+		+			
—Subject to dean's approval .	+					–	–			+		
Definite rules	+	+				–	–		+	+		
—Similar to those for dormitory	–	+				–	–		+	+		
—Less strict than those for dormitory	+						+	+				
Dean supervises student life in these fraternity houses	+	+				–	+	+	+	+		

* Of one only.

and business manager. It is interesting to note the different degrees of student participation in this phase of college government, ranging from the control by student council alone, through a combination of student-faculty control, to no student participation.

In all but two cases the dean reports that he is expected to take some part in the control and conduct of these dormitories. The dean's responsibility varies from a general supervisory function to "seeing that the dormitory is kept orderly and quiet." At Get-

TABLE 223

SUPERVISION OF OFF-CAMPUS BOARDING AND ROOMING HOUSES

	CARTHAGE	GETTYSBURG	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MUHLENBERG	ROANOKE	WAGNER	WATERLOO
Number of houses	12	50	6	50	10	15				10		
Number of students living in these houses	80	150		200	20	25		175	40	20		
Maintain an approved list	+	+	+	+	+	+	*	+	+	+		
Inspect houses before placing them on the list	−	+	+	+	+	+		*	+	+		
Inspect houses after students have been located in them	−	−	+	+†	+	−	*	+	+			
—semi-annually				+	+					+		
—annually									+			
Require definite set of rules for students in these houses	−	+	−	+	−	−	−*	−	+	−		
Rules for all college houses are the same	−	+		+	+		−	−	+	+		
Expect proprietors to enforce rules		+		+	+	−	+		+	+		
Require reports from proprietors concerning student conduct	+	−		+	+	−	+	−	−	−		
Require reports from students concerning house conditions.	−	−		−	+	−	+	−	−			

* Expect to provide supervision next year.
† Inspection made by dean of women.

tysburg the dean supervises the dormitory indirectly by instructing and supervising the proctors.

The situation with reference to the supervision of fraternity houses and off-campus houses can best be seen in Tables 222 and 223. A comparison of the housing facilities for men and women shows fewer sorority houses of a somewhat less close supervision and regulation of the housing of men students. A considerable number of men students are not housed in dormitories at these institutions.

Since in all the institutions except Susquehanna and Muhlenberg the dean reports that he is expected to take some part in the control and conduct of the dormitories, he can properly be held responsible for some of the exceedingly poor sanitary and social conditions in the dormitories. The housekeeping conditions in most of the dormitories for men seem very bad. Most of these conditions could be improved by the dean with the coöperation of the students. Such a state of affairs constitutes a vital problem to which the dean should properly give attention.

Health Program.—The most adequate health program in these twelve institutions is to be found at Wittenberg. This program, which has been described in detail in the previous chapter, requires practically no coöperation from the dean of men. The office of the dean of men knows nothing about any but very serious illnesses, in which cases he notifies the parents.

At Muhlenberg, Roanoke, and Wagner a college physician is available to whom students report when ill. At Muhlenberg the physician holds regular office hours down town; at Wagner he is in his office from nine to ten in the morning and from seven to eight in the evening; and at Roanoke he is available at all hours. The dean's part in the health program in these institutions consists of supervision over the health examination of students, and receiving reports about the health of students from the school physician, the physical director, or the students themselves. At Roanoke such a report is made to the dean daily; at Muhlenberg and Wagner, only in case of illness. The dean's office notifies parents in cases of illness of students. The facts concerning the infirmary and isolation unit are given in Table 224.

At Gettysburg, a predominantly masculine college, the health program is similar to that in the three men's institutions just described. The school physician, however, confines his activities to

TABLE 224

HOUSING OF STUDENTS

	CARTHAGE	GETTYSBURG	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MUHLENBERG	ROANOKE	WAGNER	WATERLOO
Number of dormitories	1	3	3	2	3	4		1		1	1	
Total student capacity	46	350	184	80	250	275		140	110	120	60	
Total number living in dormitories	44	340	150	45	150	234		135	110	120	50	
Healthful attractive dormitories with adequate social rooms	−		−			−		−		−		+
Healthful attractive fraternity and off-campus houses	−						−					
An infirmary for men	−	+	−				−	+		+	+	
—Capacity		12						2		20	6	
—Fee charged		−						+		+	−	
—Physician in charge		+						+		+	+	
—Nurse in charge		+						+				
—Per cent of students using it annually		3%								10%	1%	
Isolation unit	−	+	−			−	−	−	−		+	

giving physical examinations to all entering students and to deciding whether the services of a practicing physician are needed for students sent to the infirmary.

At Waterloo, the house father and his wife, who is a nurse, do much of the doctoring of students.

In most of the coeducational institutions there is no systematic supervision of the health of students which could properly be called a positive health program. Students who are ill report to local physicians, hall superintendent, heads of dormitories, or deans. The dean in all institutions except Susquehanna and Thiel receives reports of illness, and in all institutions he notifies parents in case of serious illness. The data at hand indicate that the deans in

these institutions have no plans for preventing illness or for helping students acquire the highest degree of physical vigor possible for them to attain. At Thiel, for example, the dean is not officially responsible for the health service.

The Academic Environment

The Dean's Contribution to the Academic Life Through Teaching.—The advisability of the dean's teaching has already been discussed in the section dealing with the work of dean of women. The deans teach in at least ten of the twelve colleges under investigation. Individuals who reported for Saskatoon and Susquehanna did not reply to this question. The number of hours of teaching reported per week ranges from none to sixteen. At Gettysburg, Midland, Wittenberg, and Roanoke the teaching load of the dean is five to six hours per week. The median teaching load for deans of women in liberal arts colleges and institutions for the training of teachers is seven hours per week.

On the other hand, Lenoir Rhyne, Newberry, Carthage, and Thiel require their deans to teach actually or nearly a full schedule of sixteen hours per week. The diversity of subjects is great, some of the subjects mentioned being biology, Latin, physics, mathematics, and mechanical drawing.

Advising Students on Educational Matters.—In five colleges the dean is definitely charged with the duty of advising students on educational and instructional matters. In five other institutions, the dean does such advising incidentally. In only two colleges is no responsibility in this matter reported by the dean. Eight deans report making contacts with parents when students fail or receive low grades.

The Dean's Personal Growth.—In spite of the dean's obvious need for knowledge and techniques relating to his work, only four deans report attending conferences of deans. A larger number mention attendance at other educational conferences, such as the county teachers' institute, International Council of Religious Education, National Lutheran Education Association, Nebraska Association of Church Colleges, Southern Association of Colleges, Conference of Presidents and Deans, and state educational associations.

Variations in the Duties of Deans.—The deans in the institutions investigated emphasize various phases of the dean's work,

but none of the offices approaches the full possibilities of the dean's functions. At Wittenberg the dean seems to devote considerable time to routine work in his office, two hours each morning and afternoon with the exception of Saturday. He has little or no responsibility for the academic advising of students, the inspection of off-campus houses, the religious activities of the students, the health program, or the major part of the personal work with students. At Roanoke, on the other hand, the dean of men seems to have taken over the functions of the dean of the college, to the detriment of both offices. At Carthage, after teaching fifteen hours per week, personally supervising the men's dormitories, and keeping the class attendance records, the dean has little remaining time for discharging other duties of his office. At Newberry the social functions of the dean are prominent. He has charge of all social affairs and even selects the chaperons. At Gettysburg the dean handles practically all cases of discipline, while at Susquehanna he has nothing to do with discipline. The variations in duties may most readily be noted by glancing over Tables 211–218, inclusive.

Similarities in the Duties of Deans.—Among the duties listed on the blank which was filled out by the deans of eleven institutions, none are performed by all deans. The following duties are performed by all but one dean: (1) maintain a list of private houses approved by the college; (2) advise students concerning their conduct; (3) notify parents in cases of serious illness; (4) report to a committee or to some member of the institution concerning cases of misconduct which the dean has handled; and (5) in a few cases visit students in their homes.

Staff and Relationships

From the fact that in no case at present does the dean devote full time to the work of his office, it appears that the personnel work of the dean is still more of an avocation than a vocation. Teaching in many of the cases seems to be the primary work of the dean; advising, the incidental work. Roanoke's dean reports practically a full-time position and Gettysburg is planning in 1927–28 to devote the dean's entire time to that office.

Seven deans of men have either an assistant or a secretary. Table 225 shows the dean's staff in each of the institutions under consideration.

The relationships of the dean of men to his own staff, on one hand, and to the staff of the college, on the other, are similar to those indicated in the charts in the section dealing with the advising of women.

TABLE 225

THE DEAN'S STAFF

	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner
Assistant to the dean											
Part-time student assistant	+										
Full-time secretary		+							+	+	
Part-time clerical worker					+		+	+			
Hostess or matron in charge of each dormitory	+	+	+	+	+	−		+		−	−
Nurse		+						+			
Physician, part-time		+						+	+		+
Physician, full-time										+	

Records

The number of records kept in the dean's office varies from nineteen to none. At Gettysburg nineteen different record forms are kept. Ten of these deal with such matters as attendance, excuses, chapel "cuts," and warnings of various kinds. Six other records are of student grades, one of them dealing with the normal distribution curve. All matters dealt with on these records relate more definitely to other administrative officers of the institution than to the dean of men. He should, therefore, not be required to keep them in his office.

At Roanoke seven kinds of record cards are kept in the dean's office. These are: registration cards, matriculation cards, absence records, entrance certificates, intelligence test scores, confidential personal reports from high school principals, and mid-semester grades. The last three of these records furnish some informa-

tion helpful to the dean in personnel work, but do not afford adequate data for the personal advising of students.

At Carthage the dean keeps six kinds of record cards in his office. Five of these deal with absences, and one with appointments to take examination. These records indicate the emphasis on routine work properly belonging to another office, and lack of adequate facilities for effective personnel work.

At Wittenberg the dean has fewer records but of these records one, at least, is more helpful to his advisory work. This record contains items of personal information about the student. Another record furnishes information about those students who have been excused from scheduling part of their classwork in the afternoon in order to accept part-time employment at this time. The remaining forms are applications for loans and other kinds of student aid.

In seven colleges, Lenoir Rhyne, Midland, Newberry, Susquehanna, Thiel, Muhlenberg, and Wagner, no records of any kind were reported as being kept in the dean's office.

It is obvious that the quality, not the quantity, of records kept in the dean's office is significant. While the dean's office should not be cluttered with unnecessary records, sufficient information about individual students to furnish some basis for advising should be kept in, or should be available to, the dean's office.

Physical Features Necessary for the Successful Performance of the Dean's Duties

The physical features fundamental to the successful performance of the work of the dean of men are similar to those already described under this heading in the previous chapter. No further significant differences in the institutions were noted.

The office of the dean is also important. If possible, two adjoining rooms should be set aside, the outer office furnished with chairs for those who must wait until the dean is free to talk with them. A convenient desk, telephone, files, an attractive picture or two, a rug, good lighting, and a high standard of cleanliness should be features of the dean's office.

General Recommendations for All Institutions

There are certain general recommendations applicable to all of the institutions.

1. The dean of men needs a clearer vision of the scope and the essential features of his work. He may obtain this by a study of the standards set up in this survey, by attending conferences of deans, by visiting other institutions, and by taking professional training in advisory work.

2. The dean must make a plan for his own institution whereby the ideals set up may be realized as fully as possible. In this plan the dean should indicate the duties already adequately performed by some member of the staff; those at present not satisfactorily handled; the persons best fitted to undertake these duties; the duties for which the dean should be personally responsible, the assistance and office equipment essential for his work and a daily schedule for himself and his assistants which will incorporate these plans in concrete workable form.

3. The dean should gradually acquire the knowledge and techniques needed to perform each of his duties most effectively.

4. The dean should respect the intelligence of his students and recognize their ability really to aid him in developing the usefulness and value of his office to the individual.

5. A dietitian should be placed in charge of the college dining halls so that an adequate diet will be assured.

6. Sufficient housekeeping equipment and janitorial service must be furnished to insure the cleanliness of dormitories.

A lack of appreciation of the possibilities of the office is the most outstanding unfavorable characteristic of the situations in the institutions under investigation. The dean's duties are not defined and in at least four institutions the work of the office of dean of men is subsidiary to the administrative responsibilities incident to another title and another office which he holds.

With respect to the personnel work of these colleges, it seems to be true, as one person humorously remarked, that "everybody helps everybody else on everything when they can find time from everything else they have to do." In some cases the dean of the faculty is the chief personnel officer; in some institutions faculty members are pressed into service as advisers regardless of their interest in or fitness for the work; in other colleges the dean is trying to combine two functions to the detriment of both offices; in still other institutions the dean, a relatively highly paid officer, is devoting a major part of his time to routine work which

could be done by a clerical worker; and finally, in some institutions the dean is carrying a teaching load which in itself is a full-time responsibility.

Until the dean's duties are more clearly defined, until he is given sufficient assistance in the routine work demanded by his office, until he sees the deficiencies and needs of all aspects of college life touching the individual student, and until he acquires the knowledge and skills required in the effective performance of his recognized duties, the work with the individual men students in these institutions will be inadequately performed.

Recommendations

Carthage.—

1. The dean should be relieved of some of his routine duties, such as keeping records of absence and tardiness, and also of part of his teaching load, in order that he may have more time for personally advising students, putting the student government in the dormitory on an educational rather than a "police" basis, and supervising effectively the housing conditions.

2. Regular office hours should be maintained and cumulative records should be kept to aid the dean in becoming personally acquainted with his students.

3. The new method of student government in the dormitory should be watched experimentally and modified in accordance with results, and the recommendations of students and faculty should be considered.

4. The interest of men students should be aroused in the improvement of their dormitory so that a plan may be worked out by which the plumbing may be repaired; broken doors and furniture mended; cleanliness of rooms, halls, and lavatories maintained; and paint and varnish applied where needed. A relatively few dollars spent on paint and varnish would help to transform the dormitory, and a comparatively few tools in a small room fitted up as a work shop would make possible the repair of broken furniture at small cost.

5. Off-campus and fraternity houses should be inspected more regularly.

6. If possible, part-time employment of more educational value should be secured for students.

7. The teaching load of the dean should be reduced.

Gettysburg.—

1. The dean should consider whether or not his rôle as disciplinary officer is interfering with his rôle as friendly adviser.

2. The interest of men students should be aroused in studying their college problems, and their recommendations should be given careful attention.

3. Overcrowding in the dormitories should be prevented by permitting not more than two students to share a double room, nor more than one student to occupy a single room. If the individual rather than the room were made the unit on which the charge is based, the tendency to economize by sharing rooms would be eliminated. Since neither dormitories nor fraternity houses, according to the report, are filled to capacity, there is no excuse for overcrowding.

4. Inspection and supervision of off-campus houses should be carried on more effectively and systematically.

Lenoir Rhyne.—

1. The dean's duties and his relationships to other members of the staff should be more clearly defined.

2. The dean should study the present system of student government in the dormitory in order to discover the reasons for its ineffectiveness and to propose a better plan.

3. The interest of students should be aroused in the better daily care of their dormitories, and suitable housekeeping facilities should be provided to make the cleaning of the rooms, halls, and laboratories as easy as possible.

4. The dean should arrange for more contacts between the students and the outside world, by bringing speakers to the college, having the students meet these men informally, and arranging trips to other colleges.

5. The teaching load of the dean should be reduced.

Midland.—

1. The good fellowship and normal social attitude which already exist among the students should be encouraged.

2. Provision should be made for maintaining the dormitories in a more attractive and sanitary condition by—

a. Definitely fixing responsibility for the daily and weekly care of the building.

b. Providing the necessary cleaning equipment and supplies in convenient places.

c. Having the plumbing repaired.

d. Providing sufficient receptacles for the disposal of rubbish and having this rubbish systematically removed.

e. Improving the ventilation.

f. Interesting the students in the proper care of the buildings as a whole as well as of their own rooms.

3. The need and plans for a program of vocational counseling should be studied.

4. Records of individual students that will aid the dean in counseling students should be kept in, or made easily available to, his office.

Newberry.—

1. Use should be made of vacant rooms in the new dormitory rather than to permit students to continue to live in the old building.

2. The new building should be made an incentive to students to make it attractive and keep it clean.

3. The dean should keep such records of individual students as will be useful to him in his advisory work.

4. The dean should assign to students as much responsibility for the conduct of their social activities as they are capable of assuming.

5. The dean should be relieved of part of his teaching load.

Susquehanna.—

1. The dean of men and the dean of women should build up a social program that will provide activities in which the men and women students can work and play together constructively. Such a program might help prevent an excessive amount of aimless visiting and loitering.

2. The dean should study the health condition of the students and decide upon his responsibility in an adequate health program.

3. The dean should study the needs of the students for vocational guidance and the means for meeting this need.

4. The dean should consider the value of personnel records in his advisory work with individual students, and should undertake to devise and maintain a record system which would be adequate and complete for carrying on this type of work.

Thiel.—

1. An adequate social program should be planned and put into effect. This should include normal social activities among students, between faculty and students, and between students and people outside the college.

2. The dean should continue his interest in fraternity problems and seek to make the fraternities contribute to the broader education of the students.

3. The dean should study the need for a constructive health program and his relationship to it.

4. The dean should find out the facts about the number of students who desire part-time employment and the opportunities for such work in the college and community, and decide what his responsibility for this phase of college life should be.

5. More definite standards of conduct should be built up in the student body.

6. The dean should continue his study of the question of discipline in order to make the coöperation of students in the administration of discipline a more important factor, and to administer discipline on an educational rather than a punitive basis.

7. The fraternity and off-campus housing of students should be systematically inspected and supervised.

8. The furnishings of the college dining room should be made more homelike and attractive, and the conduct of the students in the dining hall should be improved.

9. The system of faculty advisers should be developed rather than abandoned, and only faculty members who are interested in advising freshmen should be selected. These advisers should be given special training and additional compensation for their work.

10. The teaching load of the dean should be reduced.

Wittenberg.—

1. The policy of administration of discipline should be studied by students and faculty and definite responsibility for discipline should be delegated to dean, students, and faculty, and the dean should organize plans for such a study.

2. The dean should be relieved of much of his routine work, such as checking whether a designated per cent of a student's classes are scheduled in the afternoon and writing to all entering

freshmen. Greater freedom from routine would enable him to devote more time to personal conference with students and parents, and to planning more definitely the larger phases of the dean's work.

3. The dean's office should systematically inspect and supervise the off-campus housing of students.

4. The dean should study the housing situation and secure the necessary coöperation of the administration and the students in making all the housing conditions of students cleaner, more sanitary, and more livable.

5. The work of the dean of men should be more clearly defined in relation to the work of the dean of the faculty, the religious education director, the health director, and others. This might best be done by studying a list of duties relating to work with individuals and by delegating these duties to the members of the staff to whom they properly belong.

6. The excellent beginning made in the orientation of freshmen should be continued.

Muhlenberg.—

1. The college should supply the necessary furniture for students' rooms.

2. The dean should supervise more closely fraternity and off-campus houses.

3. The dean of men should study the question of vocational guidance and placement in reference to the needs of his students.

4. The dean should get away from the details of chaperoning and regulation of social activities sufficiently to see the social program in its broader aspects.

5. The dean should maintain his position as a non-disciplinary officer so that he may function more effectively as a friendly adviser, and information concerning individual students should be made easily available to aid him in his advisory work.

6. The teaching load of the dean should be reduced.

Roanoke.—

1. The dean should see that the men's dormitory is supervised with respect to cleanliness, furnishings, and decorations.

2. The dean or his representative should systematically inspect and supervise the off-campus houses.

3. The dean should criticize the social affairs held at the college from the standpoint of their contribution to the individual students, and should survey the social program as a whole.

4. The dean should maintain his position as a non-disciplinary officer and continue to emphasize the constructive phases of his work.

Wagner.—

1. In approving plans for student entertainment, the dean should consider their educational value to the individual students.

2. The dean should exercise the constructive rather than the punitive aspect of his disciplinary function.

3. The dean's office should keep or have easy access to personal data about students which will aid him in counseling.

4. The teaching load of the dean should be reduced.

Waterloo.—

1. If there is to be a house father he should have a more intimate relationship with the dormitory.

2. The office of dean of men should be created so that supervision of individual students will not be limited to a disciplinary function but will involve positive health, social, vocational, and religious programs worked out with the coöperation of the students.

3. Student social activities on the campus should supplement the town social activities, and adequate social rooms should be provided for those activities and for the entertainment of callers.

4. More information about vocations should be given to the students, and more opportunities for educational part-time and summer employment should be sought.

5. Students should gradually be given more responsibility for their own government.

CHAPTER VI

PROVISIONS FOR THE RELIGIOUS LIFE OF STUDENTS

This chapter will present the facts concerning the provisions made by the Lutheran colleges for the religious instruction of students and for their various religious activities. It will include summaries of facilities, including the staff, courses offered, extra-curricular activities, and physical plant, as well as certain information concerning the students themselves. These data are all presented in their appropriate places in the various other chapters of the Survey, and are gathered here as a summary of the factors affecting the religious atmosphere and environment in which students of these institutions are placed.

Departments and Staff Members

Eight of the sixteen institutions report departments for religious instruction. Gettysburg, Lenoir Rhyne, and Midland call it a department of Bible. Carthage and Thiel call it a department of Religion; at Waterloo it is designated as a department of Religious Knowledge. Newberry has a department of Bible and Ethics. Wittenberg reports four separate departments of Bible, Missions, Religion, and Religious Education. The other eight institutions failed to reply to the question concerning the existence of such a department. In these departments Carthage reports one staff member (although the position was vacant at the date of replying, according to the report); Gettysburg did not reply to the question; Lenoir Rhyne reports one staff member; Midland, two; Newberry, two; Thiel did not reply; Wittenberg reported five; and Waterloo, two. Muhlenberg did not state exact departmental organization but two professors listed themselves as engaged in teaching such work. Including these two, fifteen individuals of the 316 staff members who returned blanks stated that they were in departments devoted to religious work other than in the seminaries

which are connected with the colleges. Approximately 5 per cent of all staff members reporting are engaged in instruction relating to religious matters. These colleges report more than twice as many instructors in English, about one and one-half times as many in history, about one and one-fourth times as many in music and education, and the same number in chemistry and mathematics.

In addition to the members of the instruction staffs three of the institutions now have or have had special workers in the religious field. At Muhlenberg a chaplain is listed as one of the regular officers of the college. Gettysburg provides for a Young Men's Christian Association secretary who has charge of the Weidensall Young Men's Christian Association Hall and the student program in connection with it. Although the office was vacant at the time of visiting Gettysburg, it was reported that the office would be filled at once. Wittenberg had undertaken, at the time of the visit to the college, to coördinate all its religious activities under a director. It has been reported that this office has since been vacated, and that the vacancy has not yet been filled.

Courses

Although only eight of the institutions listed departments, all thirteen for which data are available list courses in their catalogues. Hartwick, Collegiate, and Saskatoon cannot be included because data are lacking. Table 226 shows the various facts. Of the sixty-six courses reported as actually being given, thirty-three, or exactly half, are listed as courses in Bible, twenty-five as courses in religion, and eight as courses in religious education. The latter are given only at Newberry and Wittenberg. These listings parallel quite closely the departmental designations and are not necessarily descriptive of the nature of courses reported within the various groups.

A study of the records of 640 graduates of thirteen of these institutions shows that 615 took some work of a religious nature toward the degree awarded. English alone was more universally taken for the degree, religion and Bible ranking second. Of the 84,355 semester hours taken by the 640 graduates, 5,128 or 6.1 per cent were in religion and Bible. This work is thus fourth in rank, being exceeded in total amount by English, history, and mathematics in the order named. The median amount of work taken by these 615 individuals was 7.6 semester hours,

TABLE 226

COURSES IN BIBLE, RELIGION, AND RELIGIOUS EDUCATION IN THIRTEEN LUTHERAN COLLEGES

COLLEGE	NUMBER OF COURSES LISTED IN CATALOGUE	NUMBER REPORTED BY REGISTRAR AS BEING ACTUALLY GIVEN
Carthage	7	3
Gettysburg	5	5
Lenoir Rhyne	4	4
Midland	2	3
Newberry	14	13
Susquehanna	4	4
Thiel	4	3
Wittenberg	11	11
Muhlenberg	5	5
Roanoke	1	1
Wagner	5	5
Waterloo	5	5
Marion	4	4
Total	71	66

which is tenth in rank among the medians and is exceeded by English, Greek, French, Latin, German, Spanish, history, chemistry, and mathematics in the order listed. The following tabulation gives the variation in median amounts by colleges:

College	Median Semester Hours in Bible and Religion, Taken for Degree
Carthage	8.6
Gettysburg	1.6
Lenoir Rhyne	17.0
Midland	4.1
Newberry	9.0
Susquehanna	7.2
Thiel	6.4
Wittenberg	5.7
Muhlenberg	15.6
Roanoke	7.9
Wagner	15.8
Waterloo	12.8
Marion (2 years)	7.5
All colleges	7.6

Seventeen different titles of courses offered are to be found on the records of these college graduates, and 52.9 per cent of the work was in courses designated as Bible; 18.3 per cent was in courses bearing the title of religion; 6.6 per cent in courses designated as Christian evidences; 5.3 per cent in courses designated as religious education; 5 per cent in courses designated as the life of Christ; 2.7 per cent in courses designated as church history; and 2.4 per cent in courses designated as Bible history. Other courses taken by graduates were Old Testament, New Testament, theism, Christian theology, history of missions, comparative religion, ethics and comparative religion, philosophy of religion, psychology of religion, methods of evangelical Christianity, and special courses in Bible for the various years of the college curriculum.

It is not possible to evaluate, on the basis of data secured, the effectiveness of the religious instruction given in these institutions, but if we may assume that the number of courses taken by students indicates the effectiveness of effort made to insure religious instruction, there is a wide variation in effectiveness in this field among the different institutions. The median student at Gettysburg takes a very small amount, and the median students at Midland, Wittenberg, Thiel, and Susquehanna fall below the median for all institutions. At Lenoir Rhyne, Muhlenberg, Wagner, and Waterloo students take a much larger amount of work in this field.

Students

Thirteen of the fifteen instructors who returned blanks gave the information requested showing total enrollment in their courses. These thirteen reported 1,781 students, or 39.3 per cent of the 4,527 students in the institutions, who were during that semester taking courses of religious import. These 1,781 represent 70.4 per cent of the 2,527 Lutheran students enrolled at the same time. In considering this percentage it must be remembered that many students would have previously completed requirements in religious subjects or would later meet them. The facts would imply that more than half of the students take more than one year of work (six semester hours) in such subjects.

It may properly be noted at this point that 409 of the 2,666 students who returned blanks indicating their choices of life work listed religious or welfare work. Table 227 gives the detailed information by colleges.

TABLE 227 *

STUDENTS DESIGNATING CHOICE OF LIFE WORK IN RELIGIOUS FIELDS

COLLEGE	NUMBER OF PERSONS INDICATING LIFE WORK IN RELIGIOUS FIELDS	PER CENT OF TOTAL NUMBER REPORTING
Carthage	20	12.0%
Gettysburg	63	24.4
Lenoir Rhyne	24	13.6
Midland	25	14.6
Newberry	15	6.1
Susquehanna	13	11.9
Thiel	28	17.2
Wittenberg	81	11.3
Muhlenberg	71	19.7
Roanoke	15	7.9
Wagner	34	80.9
Waterloo	13	72.2
Collegiate	2	16.6
Marion	5	9.4
Total	409	12.8%

* Note: Information is lacking for Hartwick and Saskatoon since these institutions reported no college students.

The 409 individuals gave their choices as follows:

Church work	2
Ministry	339
Missionary	45
Religious education	6
Religious work	5
Welfare work	6
Y.M.C.A. or Y.W.C.A.	6
Total	409

STUDENT ACTIVITIES

The following tabulation shows the religious organizations and activities reported in the Lutheran colleges:

Carthage	Luther League; Student Volunteer Band; Young Men's Christian Association; Young Women's Christian Association; chapel.

Gettysburg	Luther League; Student Volunteer Band; Young Men's Christian Association; Young Women's Christian Association; Cosmopolitan Club; Ministerial Association; chapel
Lenoir Rhyne	Student Volunteer Band; Saint Andrew's Sunday School Club; Good Hope Mission Sunday School Club; Missionary Society; Christian Service Crusaders; Diakonian Club (ministerial); chapel.
Midland	Student Volunteer Band; Young Men's Christian Association; Young Women's Christian Association; Federation of Christian Associations; The Lutheran Student Association; Missionary Society; chapel.
Newberry	Luther League; Young Men's Christian Association; Young Women's Christian Association; Ministerial Club; chapel.
Susquehanna	Young Men's Christian Association; Young Women's Christian Association; World Fellowship; chapel.
Thiel	Young Men's Christian Association; Young Women's Christian Association; chapel.
Wittenberg	Young Men's Christian Association; Young Women's Christian Association; Lutheran Student Association; Mission study group; deputation group; gospel teams; chapel.
Muhlenberg	Young Men's Christian Association; chapel.
Roanoke	Luther League; Young Men's Christian Association; Clericus Club; chapel.
Wagner	Luther League; chapel.
Waterloo	Missionary Society; Christian Service Efficiency Training Society; chapel.

Of the sixteen institutions thirteen report that attendance at chapel is required. Waterloo states that attendance is "expected"; Wittenberg reports that attendance is "urged, not required"; and Carthage reports that attendance is "required of freshmen." In general, some of the religious organizations at the Lutheran colleges, such as the Young Men's Christian Association and the Young Women's Christian Association at Wittenberg, Clericus Club at Roanoke, and the Student Volunteer Band at Midland, are wide-awake and justify their existence. Others are merely existing and even the members are questioning whether some of the organizations should continue. This is true of the Young Men's Christian Association and the Young Women's Christian Association at Midland. Elsewhere they have been revived or instituted in the last two years. Examples of this are the reviving of the Student Volunteer Band at Gettysburg and the organizing of the Young Men's Christian Association at Thiel. There are cases in which the student handbook speaks of an organization as functioning when the students say it is dead. Such is the case of the Student Volunteer Band at Lenoir Rhyne and the Young Women's Christian Association at Midland.

The survey of religious activities shows practically no coöperation between the groups, too much routine and too little vitality, too little effort toward actively applying religious principles in practical situations, and also reveals the fact that voluntary attendance at religious organizations is being smothered because of too much compulsory attendance. The fact that life and vitality are lacking in religious activities at most if not all of the colleges of the country serves only to emphasize the need of attention to these important phases of student life. There is all the more reason, therefore, for the Lutheran colleges to improve the status of these activities and to undertake to set desirable standards for their direction.

Physical Facilities

Few student organizations in this group of colleges had suitable meeting places. Groups met in classrooms, social rooms of dormitories, chapel rooms, and in other places where a mutual, social relationship could not be expressed. The men reported that they did not feel at home when meetings were held in the dormitories, and were therefore influential in having them held elsewhere on

the campus. At Lenoir Rhyne, Newberry, and Roanoke professors improved the condition by inviting departmental groups into their homes.

Gettysburg is the only college which has a building comparable to a student activity building. The new Weidensall Young Men's Christian Association Hall was completed in 1926 at a cost of $80,000. It was the gift of the Gettysburg College Women's League. It is equipped with offices, meeting halls, recreation rooms, and parlors.

Perhaps it is demanding too much to ask small colleges to provide a building for student activities alone. Where such a plan is not feasible, it is suggested that a portion of some other college building should be remodeled so that students will have adequate meeting places and offices for their activities. Such rooms do not need to be extravagant in furnishings or equipment, but they should provide an environment conducive to the best social relationship between the men and women on a campus.

None of the colleges except Gettysburg has a separate chapel or building devoted primarily to worship. Midland has a room which is used primarily for that purpose, and uses the gymnasium as a general auditorium. All of the other colleges except Lenoir Rhyne, which uses the college church, use the general auditorium for chapel services. In fact, most of these exercises attended during visits to the institutions were combinations of worship, announcements, student organization meetings, or pep meetings. Prayer, hymns and the reading of scripture were preceded by, interspersed with, or followed by many of these other matters, important and interesting, but hardly to be included as worship. Carthage uses a room in a frame barracks built for the Student Army Training Corps for both chapel and auditorium, Roanoke has a small basement room poorly lighted and seated, and Wagner uses a small, narrow gymnasium with a platform at the end. None of the rooms used, except those at Gettysburg and Lenoir Rhyne, have particular fitness for chapel purposes other than that to be found in almost any meeting hall or auditorium.

In the judgment of the visitors, the appearance of a place of worship is almost wholly lacking in most of the rooms used for chapel at the Lutheran colleges, and the atmosphere usually associated with worship was almost wholly missing from many of the services attended during visits.

In general, then, the thirteen Lutheran colleges reporting provide courses of a religious nature, although only eight state that an organized department is actually in existence. From all sources record has been found of seventeen instructors who offer sixty-six courses. Most of the students take these courses at some time during their college career, the median amount varying widely with the various institutions, and being slightly more than one year of work for the group as a whole. Approximately one student in twenty of those reporting state that religious or welfare work is their life objective. Religious activities are varied but relatively routine in nature and in many instances organizations are actually inoperative. Physical facilities for chapel and for religious organizations are exceedingly meager.

The constituency of any denomination, contributing to its support and upholding its policies, is primarily and fundamentally interested in the perpetuation and extension of its ideals and the conservation of its fundamental values, rather than in the operation of any educational institution *per se* or in the development of higher education apart from the purposes of the church. This being the case, the church cannot fairly support institutions which do not adequately and directly serve the ends of the church. At least two functions of the church college, formulated in various ways and expressed on numerous occasions during the course of the survey, may be noted here:

(1) To develop and train professional and lay leaders and workers for the religious activities of the church itself.
(2) To make available, primarily for Lutheran youth, a liberal education in a distinctly religious atmosphere.

Since these institutions are denominational colleges and since the predominant distinguishing features are those provided for the religious guidance and development of the students, it seems reasonable to assume that the provisions for such religious life should receive primary consideration. If these colleges are to be Christian colleges and are to be clearly differentiated from secular institutions, it may be fairly assumed that such provisions should not be incidental. The assurance of a minimum of consideration would, it appears, suggest that at least one full-time faculty member be provided at each institution, with a series of courses offered as an organized program, which may well be

designated as a Department of Religion; that students be required to participate in such a program during each of their four years in college, such work to constitute not more than one-tenth of their total programs for the degree; that a series of field activities of a religious nature, diversified as to type but unified as to direction and control, be provided and encouraged within the student body; that a place of worship, distinctive and exclusive, be provided upon the campus for the complete separation of chapel and assembly or other secular programs; and that suitable rooms be set aside for the meetings and events held by various religious organizations among the students of the institution. From such a minimum program any college may, of course, expand its provisions to include additional staff members, a wider offering of religious activities, a separate chapel or campus church, and an entire building for all student organizations. If a religious atmosphere is to be created and maintained, is not at least such a minimum program to be considered fundamental? Facilities for worship, for the conduct of religious clubs and societies, for field work of a religious nature, and for formal instruction in religion would seem to be entirely necessary for the establishment of an environment in which the student would feel religious influences and find expression for religious impulses. Participation by every student in some aspect of the program should be the goal. Moreover, if denominational colleges such as these are to serve their function in providing professional and lay leaders in religious affairs, why should not the campus chapel or church with all the possible activities and services centered therein be regarded as the practice unit for practical religious training much as the campus training schools of teacher training colleges and the hospitals and clinics of medical schools are regarded for those professions. While a campus church organized and directed by the college is considered as most desirable, certain facilities may be assured, where the campus church is not possible, by establishing organic, contractual, or merely coöperative relationship with a strong, local church. In no case should the opportunity be neglected for closely integrating the work and program of local churches with the college religious life, but in every case it is urged that adequate facilities be obtained in one of the ways mentioned so that the college may actually develop a well-rounded religious program and be able actually to control that program. Assuming that the Lu-

theran colleges are, as church colleges, to be outstanding in the preparation of students for professional and lay leadership along religious lines, are not such facilities to be fairly considered essential to an adequate program?

It is recommended that emphasis be placed upon the establishment in each of the Lutheran colleges of at least a minimum program and the provision of minimum facilities as outlined above. At present not one of the colleges approximates closely such a program or such adequate physical facilities. It is further recommended that much greater emphasis be placed and effort be concentrated upon the realization of the objectives relating to the effective training of professional and lay leaders for the work of the church. It is the judgment of the Survey Staff that this line of development is most valid and fruitful for the expenditure of effort toward making adequate provision for the religious life of the students of the Lutheran colleges in keeping with the needs and interests of the church.

PART V

EXTRA-CURRICULAR ACTIVITIES

This part of the survey presents the facts concerning student life at each of the Lutheran institutions. Student organizations, publications, and activities of all kinds are considered in this section. Chapters I to VI consider non-athletic extra-curricular activities and Chapters VII to XIII are devoted to physical education, recreation, and athletics. Recommendations for the improvement of the activities of the various colleges are included.

CHAPTER I

NATURE AND LIMITATIONS OF THE STUDY

The purpose of this section of the survey is to present facts on the non-athletic extra-curricular activities of the Lutheran colleges, to relate these facts to modern educational theory, and to formulate certain standards for the development and organization of extra-curricular activities in general.

Sources of Data.—Facts were obtained through four avenues:

1. The printed matter of the colleges was examined. Catalogues and official publications were studied in order to see what organizations had been sufficiently established to find their way into print.

2. Blanks were sent to the deans of women, the deans of men, and the deans of the faculty. Many of these questions were answered incompletely, or in what seemed to be a hasty manner, and are therefore not considered entirely accurate. Wherever there are differences of opinion in the replies, they are not reported without mention of the varying points of view.

3. Personal interviews were held with the officers and the students of the various clubs, with the deans whenever possible, and with other members of the faculty. This means of investigation, generally speaking, proved to be the most satisfactory.

4. Various groups were visited during their business or social sessions. Seeing and taking part in some of the student activities and observing directly the results of their efforts gave the investigator opportunity for a more intelligent evaluation of the information collected by the above methods.

Nature of the Study.—Visits were made in the college year 1926–27. In the following year a letter asking for information concerning new organizations and the changes in the extra-curricular program was sent to the president of each student body. Replies were received from Wagner, Carthage, Roanoke, Wittenberg, Susquehanna, Waterloo, Marion, and Collegiate, and the facts concerning these colleges were brought up to date.

The units under consideration in this study are (1) govern-

mental groups, (2) departmental organizations, (3) social clubs, (4) honorary societies, and (5) religious organizations.

The meaning of the term "group," "organization," or "club," when it is used in this study, may be made more exact by defining it as a number of students, or students and members of the faculty, banded together under a verbal or written constitution, and recognized in this relationship by the college authorities and student body as a part of the students' social life. No group which is formed secretly or which is not generally known as a student activity is considered.

Whether or not a club is really extra-curricular it is difficult to determine in some cases. A dramatic club, for instance, may receive from one to four hours of academic credit and so be thought of as a part of the academic curriculum. If such a club, however, has a purpose, organization, and control similar to those of other departmental clubs which are without credit, it is included in this discussion.

Theory and Standards.—The fundamental conceptions underlying the place and purpose of extra-curricular activities are based upon the theories of modern educational philosophy and psychology. In the light of these theories, the standards for extra-curricular activities have been set up, after consideration of such discussions on the subject as are found in educational yearbooks and periodicals, reports of the meetings of the National Association of the Deans of Women, courses in College Administration and Educational Guidance for Women in Teachers College, Columbia University, and from experience in such activities.

Limitations of the Study.—This investigation of the problem of extra-curricular activities is limited in two respects:

1. No comprehensive study of extra-curricular activities in colleges has previously been made and therefore standards of evaluation have not yet been determined. The standards proposed here are tentative and suggestive as bases for further study.

2. The number of colleges studied is small. It is felt, however, that the United Lutheran colleges are representative of the small liberal arts college which has an enrollment of 1,000 or less.

CHAPTER II

EDUCATIONAL THEORY OF EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities in colleges have become exceedingly prominent in the last quarter of a century. Their origin, however, dates back almost to the beginnings of the institutions themselves. In this country, Yale University established its first literary society in 1753 and its second in 1768. President Myers of Hartwick Seminary states that the Philo Literary Society was one of the first to be organized in the United States. It was founded in 1816, more than a century ago, and has had a continuous existence. From these early dates various types of student organizations have been coming into vogue until there are at present, according to a statement by E. H. Wilds,[1] more than three hundred distinct organizations in the secondary schools and colleges.

This tremendous growth indicates that there are certain principles underlying the development of such groups that meet the psychological and social needs of students.

From a psychological point of view extra-curricular activity is that activity which is the outgrowth of student impulses. Organized groups spring up spontaneously because they satisfy the instinctive drives, the desires, the fundamental wishes of young people. It is inherent in the nature of individuals to desire praise, recognition, the esteem of others, power, and dominance over their fellows. Equally inherent is the desire to create, to organize, to be gregarious, to be a part of a permanent and far-reaching situation in which results are immediate enough to seem vital. Because extra-curricular activities satisfy the instinctive drives of the individual they are basic to the development of an educational program that trains for socialized living.

From the sociological point of view this is a changing time. The change which has been experienced in the development and

[1] Wilds, E. H., *Extra-Curricular Activities*, p. 48. The Century Company, New York, 1926.

recognition of extra-curricular activities as a part of the educational system is no more marked than that known in countless industrial and economic fields. Science has created wealth and conveniences which permit people to live in greater comfort and with more leisure. It has led to specialization in industry and, therefore, has taken men and women from their homes. It has brought about a startling redirection of time and energy.

This development has had a direct bearing on the reorganization of society. It has brought about a congested form of living for many. Families have been forced to live in apartments or houses which are inadequate. Garages have been built in the back yards and children are left to play in the street. Science has taken from the parents much of the hard labor and from children, the daily chores. Little work in the home is now assigned to the children; they must find their activity in other ways. In speaking of this change, Dr. Kilpatrick says: [2]

> In a former day vital activities surrounded the child on all sides. His life was filled with purposeful activities of real worth and he saw and felt the worth. Now the usual home has for the child few of such vital activities. His life is largely reduced to mere play which does not have all the needed educative values.

Formerly the home furnished the social unit of the family for the child. It was to this place that children brought their chums for the play hour. While the parents performed many tasks in common, the children organized their games and sports, or joined in the work of the older folks. The early social life which formed such a substantial part of the task of "barn-raising" and "quilting" is almost extinct. It is well-nigh impossible to imagine such co-operative work being carried on by all members of a family and practically all families of a community in the modern apartment building, or on the modern, well-equipped farm. Parents work in their offices or factories and play in their clubs; children work at school and play in clubs of their own. The two lines seldom cross.

As a result of the partial loss of the social unit in the home and the revolution in the social and economic life outside, young people in modern society are confused with the complexity and glamour of life. They are filled with cravings for amusement,

[2] Kilpatrick, William H., *Foundations of Method*, p. 269. The Macmillan Company, New York, 1925.

jazz, and other activities which will allow them what they call "freedom of expression." Much of this expression of youth is an attempt to secure the greatest values in life, but young people have only a meager conception of the method of weighing these so as to get the desired results and their parents are too busy doing other things to assist them. To quote from Dr. S. Parkes Cadman:[3]

> The resultant confusion of values bewilders young people whose natural guardians are so deeply engaged in money-making or the diversions money procures that they are impatient for their responsibilities.

There have grown out of these changes in the industrial and social life new interpretations in the field of education. Educational trends have changed markedly in the past quarter of a century because of the contributions of psychology, philosophy, and sociology. The student is now being recognized as an individual with distinctive drives and wishes which find different forms of expression depending upon his reaction to the environment. It becomes important, then, that varied situations, although a bit artificial and ideal, be substituted in the school and college to allow for the expression of these instinctive impulses in ways which will afford training in social living. "American education," says President Coolidge, "is organized and built around the consideration and possible growth of the individual so that he may be a better member of the social order."[4]

If the aim of education is to train students to become members of this social organization, a democratic education is necessary. It must allow for a training which is not warped and one-sided, but a broad and liberal culture which will bring into coöperation the whole power of the individual. To do this the student must act in a normal situation. He must learn to do and serve through doing and serving. The importance of this can be recognized when an illustration, almost classic, is quoted from Dr. John Dewey. He relates the story of a certain would-be swimmer who was given detailed instructions in swimming but was not allowed to put into practice any of the information. He was so schooled that he could give verbatim the rules for swimming and diving. He was "educated" in swimming. But, what happened when he went to the pool? He sank. Our attempt to educate for a democracy will be

[3] Cadman, S. Parkes, "Youth and Its Problems." *Review of Reviews*, Vol. LXXVII, No. 1, January 1928, p. 59.

[4] Coolidge, Calvin, *America's Need for Education*, p. 87. The Riverside Press, 1925.

equally useless unless some consideration is given to the practice of the principles of social living in life situations.

Through this participation students may acquire certain habits, attitudes, and skills which are fundamentally good. The learning gained in this way is used to supplement the learning gained in the classroom, and through the two processes the individual becomes a better citizen in a democracy. To live in a democracy successfully, the student must develop the proper attitude for democratic living. This can be attained through coöperation with those of a common interest toward a common, creative goal. Dr. Dewey [5] has defined democracy in terms of a new behavior.

> A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience. The extension in space of the number of individuals who participate in an interest so that each has to refer his own action to that of others, and to consider the action of others to give point and direction to his own, is equivalent to the breaking down of those barriers of class, race, and national territory which kept men from perceiving the full import of their activity. These more numerous and more varied points of contact denote a greater diversity of stimuli to which an individual has to respond; they consequently put a premium on variation in his action. They secure a liberation of powers which remain suppressed as long as the incitations to action are partial, as they must be in a group which in its exclusiveness shuts out many interests.

A similar conception of the highest type of individual life being found in community life is advocated by President Nicholas Murray Butler of Columbia University.[6]

> To live together with one's fellows in a community involves fitness to live. This fitness, in turn, implies discipline, instruction, training; that is education.

If education implies discipline, instruction, and training in the technique of living with those in the same community, college can no longer be considered a place where one is prepared for living but rather a place for practice in actual living. With this objective the educational program should be organized to allow for varied experiences and individual development in social situations. The academic curriculum provides for the intellectual needs of the students but the principles learned in the classroom must find a practical laboratory so that they can be transformed into skills

[5] Dewey, John, *Democracy and Education*, p. 101. The Macmillan Company, New York.

[6] Butler, N. M., *The Meaning of Education*, p. 109. The Macmillan Company, New York, 1903.

and habits of good living. The specialized curricula of to-day are not organized to meet the social needs of the students. They do not, as a rule, provide vital social situations. Because the traditional curriculum in its content and method of treatment has not given consideration to the social and emotional drives of students, other activities have grown up in response to the needs of the students to supplement, or as some feel, to take the place of the curriculum. Many students in our modern colleges frankly declare that their greatest training for the life which they are to meet after college is derived from the extra-curricular, and not from the curricular activity in which they participate.

Extra-curricular activities seem real and more comparable to life out of college than do curricular activities. They give the opportunity for working together in groups on a common project, for individual achievement, and for the immediate satisfaction which results. In them one learns what it means to lead and to follow. Because of their wide scope they promote the expression of varied interests and experiences, which are directed into purposeful activity now and later.

If extra-curricular activities in colleges provide social situations comparable to those of life outside, they become valuable subject matter. They may serve to supplement the work of the classroom but they furnish material which cannot be subordinated to that of the academic curriculum. They give practice in developing traits of character and in adapting one's self to the social unit. In fact, they become the subject matter for teaching all forms of conduct. Students learn to behave by behaving and behavior cannot be adequately taught in our present classroom which frequently does not afford a democratic environment. In speaking of this point, Mr. Lamar, vice-principal of the Manual Training School, Kansas City, said:[7]

> Children will not get this discipline [of social contact and coöperation] by being compelled to toe the mark and remember facts and dogmas. They must be given the opportunity to engage in the various extra-curricular activities.

In recognizing extra-curricular activities as good subject matter, the teaching of them becomes highly important. No administrator will permit student activities to follow their own course any

[7] Lamar, Franklin S., "Extra-Curricular Activities," *N. E. A. Proceedings*, Vol. 63, 1925, pp. 609–14.

more than he will introduce into the curriculum a subject with no relation to the other subjects. The extra-curricular or social program should be directed or taught by some one who sees its place as a unit in the larger college program. By this procedure it becomes a contributing part of the educational plan.

The objective of the teacher should be entirely different from that of the students. He will seek to have clubs and organizations fit into his scheme of arrangement so that each will fill some niche. He will not be concerned primarily with the purpose of the club except as it affects his program for educational development. Students will continue to form clubs in their spontaneous manner with different purposes and objectives and the teacher will usually not interfere. While the students are concerned with the activity of their individual club, the teacher will be interested in so guiding their activity that it becomes an educational project, affording training in the development of desirable habits, skills, and attitudes of social living. He will set up an environment which, based upon sound principles, will give opportunities conducive to desirable social behavior. Professor Sarah M. Sturtevant, of Teachers College, has stated a series of basic principles to be considered in the development of a social program:

1. All people are normally intended for social relationships.

2. As a result of this principle all people, by sheer pressure of instinctive drives, have social relationships, such as, domestic, civic, and political.

3. Some bases of social relationship are more productive and more satisfactory than others both to the individual and to society.

4. The bases of social relationship are found in the mental and emotional habits of reaction to environment.

5. If certain kinds of reaction to environment seem better than others, it is important that the environing influences be conducive to social activity and social relationship which seem desirable to society.

6. The "setting of the stage" in such a way as to give practice in desirable activities is the essence of the social program used for educational purposes.

This "setting of the stage" according to these psychological and social principles becomes the chief concern of the teacher of the social program.

Extra-curricular activities can be taught so that they become both ends and means. They may serve the double purpose of providing play for the students and of furnishing a social labora-

tory for the development of social attitudes. A hiking club may be organized for the sole purpose of hiking. It furnishes a worthy use of leisure time by providing good recreation. Such a club, properly conducted, is justifiable in itself, but there are increased physical vigor and social relationships which come as by-products. It is the failure to realize this aspect of student activities as social laboratories which has resulted in much criticism of all student activity. Dean Gauss,[8] of Princeton, fears that the spirit of play is swallowing the original purpose of the college, and that the college ". . . has unfortunately become a kind of glorified playground. It has become a paradise of the young."

In contrast to this idea that extra-curricular activities are merely play and have no part in the educational program, Gerald W. Johnson, editorial writer of the Baltimore *Evening Sun,* and formerly professor of journalism in the University of North Carolina, honors student activities as a civilizing force on the college campus. He says:[9]

> Perhaps this [civilization] should come to him in the classroom; but does it? Where are the excitement, the stress and strain, the triumphs and defeats, the thrills, joys, bitterness, and lingering memories—in short, the kick—in a man's college career? In the classroom? Sometimes, perhaps, but not in mine, my lords and gentlemen—as student and as teacher, assuredly not in mine. All the kick lay in what are well and unfavorably known as "student activities." For some it was found on the athletic field, for some in the debating halls, for others in the Glee Club, or the Debating Society, or the frat house, or the student publications, or the fascinating area of campus politics. The coach, not the professor, was the tyrannous but unchallenged master; and all the sad young men on the faculty observed with pain and agitation that students were coached so much and so incessantly that they hadn't time to acquire an education while in college.

Doubtless the "kick" about which Mr. Johnson speaks is for some an end in itself. But it is equally certain that others have found that these activities lead to a vocation. David Lawrence is a notable example. As an undergraduate he worked on student publications, and was the Princeton correspondent for the Associated Press. Two years after college he received a reward from the Associated Press for exceptional service rendered in

[8] Gauss, Christian, "Should Johnny Go to College?" *Scribner's Magazine,* Vol. LXXXII, No. 4, October 1927, p. 415.

[9] Johnson, Gerald W., "Should Our Colleges Educate?" *Harper's Magazine,* Vol. 155, No. 930, November 1927, p. 724.

Mexico. As correspondent for the Press he accompanied Wilson on his 1912 presidential campaign. For two years he "covered" the White House. During the war he had charge of foreign affairs as covered for Washington by the Associated Press. Since that time he has been Washington Correspondent for the New York *Evening Post* and is now syndicating his dispatches as president of the Consolidated Press Association which he built up.

For the mass of students extra-curricular activities furnish methods by which to re-create themselves or to follow avocational interests. Participation in music, drama, or debating club is socializing and may lead to a life-long interest. Through these activities there are at times opportunities for contacts with students of other colleges, through intercollegiate contests and conventions. Officers of national organizations, state and regional secretaries, broaden the horizon of those students whose participation gives them this contact. Activities can serve the student vocationally and avocationally, broaden his horizon, make him more socially minded, and enrich his capacities.

CHAPTER III

THE ORGANIZATION AND UNIFICATION OF THE SOCIAL PROGRAM

When extra-curricular activities played a lesser part in the college program, a plan of organization and unification was not necessary. To-day they demand consideration because of their growing number and the extent of their influence in promoting desirable or undesirable social traits.

In order that student activities may better develop habits and attitudes in democratic living, the following theses are proposed for their selection, organization, and unification:

1. If clubs are to meet the needs of the students, some ratio should exist between the number of clubs and the size of the student body.
2. In limiting the number of clubs, the selection should be made according to the seeming value of their purposes and programs of activity.
3. To regulate participation in clubs, a means of control should be devised.
4. Student activities may profit by faculty advice and guidance but may suffer under faculty domination.
5. Some student activities which are under direct faculty control and are comparable to courses in the curriculum deserve academic credit.
6. The financing of student organizations needs to be based upon sound business principles.
7. If extra-curricular activities furnish desirable social laboratories and a worthy part of an educational program, adequate meeting places and offices should be provided for such groups.
8. If student activities are regarded as of educational worth, they should be organized and unified by competent people and by a method comparable to that employed in organizing the academic curriculum.

TABLE 228 *

TYPE AND NUMBER OF EXTRA-CURRICULAR ACTIVITIES IN THE UNITED LUTHERAN COLLEGES

	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Totals Within Groups	Group Totals
I. Governing groups	6	6	7	7	5	7	5	7	5	6	5	5	--	71
The student council	1	1	1	2	1	2	1	2	1	1	1	1	15	
Honor court	--	--	1	--	--	--	--	--	--	1	--	--	2	
Point committee	1	1	1	1	--	1	--	1	--	--	--	--	6	
Class organizations	4	4	4	4	4	4	4	4	4	4	4	4	48	
II. Departmental clubs	13	18	11	16	15	11	9	25	16	8	10	7	--	159
English														
Dramatic	1	1	1	1	1	1	--	--	1	1	1	--	9	
Literary societies	1	--	4	2	5	--	--	1	--	2	1	3	19	
Student publications	3	6	3	3	2	3	3	4	3	3	2	2	37	
Other clubs	--	--	--	2	1	--	--	1	2	--	1	--	7	
Foreign language														
German	1	1	--	--	1	--	1	--	1	--	1	--	6	
French	--	1	--	--	--	--	--	1	1	--	--	1	4	
Greek	--	1	--	--	1	--	1	--	--	--	1	--	4	
Latin	--	--	--	--	--	--	--	--	--	--	--	--	--	
Spanish	1	--	--	--	1	--	--	1	--	--	1	--	4	
Mathematics	--	--	--	--	--	--	--	--	1	--	--	--	1	
Science	--	2	1	1	1	3	1	2	1	--	--	--	12	
Social science	--	1	--	--	--	--	--	4	1	--	1	--	7	

Music	6	5	2	7	2	4	3	10	5	2	1	1	48	
Home economics	--	--	--	--	--	--	--	1	--	--	--	--	1	
III. Social groups	7	15	1	--	--	10	10	18	7	6	3	1	--	80
Inter-fraternity council	1	1	--	--	--	1	1	--	1	1	--	--	6	
National fraternities	--	8	--	--	--	1	2	6	3	3	1	--	24	
Local fraternities	4	2	--	--	--	3	2	3	2	1	1	--	18	
Inter-sorority council	1	1	--	--	--	1	1	--	--	--	--	--	4	
National sororities	--	3	--	--	--	--	--	4	--	--	--	--	7	
Local sororities	3	--	--	--	--	3	4	4	--	--	--	--	14	
Other social clubs	--	--	1	--	--	1	--	1	1	1	1	1	7	
IV. Honorary societies	1	6	--	2	1	2	--	10	1	2	--	--	--	25
National														
Tau Kappa Alpha (debate)	--	1	--	--	--	--	--	1	1	1	--	--	4	
Pi Kappa Delta (debate)	1	--	--	--	1	--	--	--	--	--	--	--	2	
Chi Theta Delta (chemistry)	--	--	--	--	--	--	--	1	--	--	--	--	1	
Kappa Phi Kappa (education)	--	1	--	--	--	--	--	1	--	--	--	--	2	
Phi Beta Kappa (scholastic)	--	1	--	--	--	--	--	--	--	--	--	--	1	
Theta Alpha Phi (dramatic)	--	--	--	--	--	--	--	1	--	--	--	--	1	
Blue Key	--	--	--	1	--	--	--	1	--	--	--	--	2	
Scabbard and Blade	--	1	--	--	--	--	--	--	--	--	--	--	1	
Local Greek letter	--	--	--	1	--	2	--	--	--	--	--	--	3	
Local Non-Greek letter	--	2	--	--	--	--	--	4	--	1	--	--	7	

TABLE 228 (*Continued*)

	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Totals Within Groups	Group Totals
V. Religious organizations:	5	7	7	7	5	4	3	9	2	4	2	2	--	57
Luther League	1	1	--	--	1	--	--	1	--	1	1	1	7	
Student Volunteer Band	1	1	1	1	--	--	--	1	--	--	--	--	5	
Young Men's Christian Association	1	1	--	1	1	1	1	1	1	1	--	--	9	
Young Women's Christian Association	1	1	--	1	1	1	1	1	--	--	--	--	7	
Other organizations	--	2	5	3	1	1	--	4	--	1	--	--	17	
Chapel	1	1	1	1	1	1	1	1	1	1	1	1	12	
VI. Miscellaneous:	1	4	2	3	10	1	--	4	1	--	--	--	--	26
Total	35	56	28	35	36	35	27	73	32	26	20	15	--	418
Number in student body	310	663	282	263	207	400	278	964	455	258	50	48	--	4178
Average number of students per club	9	12	10	8	6	12	10	13	14	10	2	3	--	10

* Inaccuracies appearing in this table are the result of differences of opinion found in the various sources of data.

The Number of Clubs

Clubs in colleges have sprung up as the outgrowth of student or faculty desires. Such groups range from chemistry and dancing clubs, to an organization of the students from the same county or state for the purpose of social life or merely to have their pictures taken for the college annual. In some cases, clubs spring up in response to the effort of some disappointed office seeker or some one who wants to bring himself to the forefront for campus recognition. A departmental club frequently comes into existence as the "child" of a professor. He may have encouragement from a group of students who are majoring with him or who enjoy him socially and find a departmental club a good approach. He may want his department to have an appeal equal to that of another in which there are student organizations. Students, on the other hand, may be so eager to have further information in a particular field that it is necessary for them to persuade the professor that a departmental club offers this opportunity.

Although information is not available to determine the source of organization for the clubs on the Lutheran campuses, a study was made of the activities to find how many exist and how they compare in number with the size of the student body. Since adequate information was not received from Marion Junior College or Collegiate Institute, they are not included in this study. The college catalogues, the student handbooks, replies to questionnaires, and the initial survey reports of the observations and interviews were used to check and tabulate the findings. No account was taken of student activities in athletics for men and women.

The number of different types of extra-curricular activities found in these colleges is 164. Clubs which have a similar function are not counted twice; for instance, a French Club is counted only once regardless of the various names given to it. Each fraternity, sorority, and honorary society, however, is listed separately. When there are several chapters of a fraternity, it is counted as one fraternity.

The results of the study are given in Table 228, showing the comparison of the number and type of activities. The total number is 418. Wittenberg ranks first with 73; Gettysburg, second with 56; and Newberry, third with 36. At the other extreme are Wagner with 20 and Waterloo with 15.

To give a more complete idea of the types of organization, those of each college are presented separately.

Carthage College

Governing Groups	The Student Body; Point Committee; Freshman Class; Sophomore Class; Junior Class; Senior Class.
Departmental Activities:	
English	Dramatic Club; Voss Literary Society.
Student publications	Handbook; Annual; Weekly.
Foreign language	German Club; Spanish Club.
Music	Band; Orchestra; Men's Glee Club; Women's Glee Club.
Social Groups:	
Inter-fraternity council	
Local fraternities	Four.
Inter-sorority council	
Local sororities	Three.
Honorary Societies:	
National Greek letter	Pi Kappa Delta (debate); Chi Theta Delta (chemistry).
Religious Activities	Luther League; Student Volunteer Band; Young Men's Christian Association; Young Women's Christian Association; Chapel.
Miscellaneous	College Boosters:

Gettysburg College

Governing Groups	The Student Body; Point Committee; Freshman Class; Sophomore Class; Junior Class; Senior Class.
Departmental Activities:	
English	Dramatic Club.
Student publications	Handbook; Weekly; Annual; Humorous Magazine; Literary Publication; "Scandal Sheet."
Foreign language	French Club; German Club; Greek Club.
Science	Biology Club; Engineering Club.
Social science	History Club.
Music	Band; Orchestra; Men's Glee Club; Mandolin Club; Guitar Club.
Social Groups:	
Inter-fraternity council	
National fraternities	Phi Kappa Psi; Phi Gamma Delta; Theta Kappa Nu; Phi Delta Theta; Sigma Alpha Epsilon; Phi Sigma Kappa; Sigma Chi; Alpha Tau Omega.
Local fraternities	Theta Phi; Delta Kappa Sigma.
Inter-sorority council	

Local sororities	Beta Lambda; Gamma Phi; (name of third is. unknown).
Honorary Societies:	
National Greek letter	Tau Kappa Alpha (debate); Phi Beta Kappa (scholastic); Kappa Phi Kappa (educational).
National honorary (non-Greek letter)	Scabbard and Blade.
Local honorary	Blue Crocodiles (publications); Pen and Sword (leaders in student activities).
Religious Activities	Luther League; Student Volunteer band; Young Men's Christian Association; Young Women's Christian Association; Cosmopolitan Club; Ministerial Association; Chapel.
Miscellaneous	Radio Club; Rifle Club; "G" Club; Tribunal

LENOIR RHYNE

Governing Groups	The Student Commission; Honor Court; Point Committee; Freshman Class; Sophomore Class; Junior Class; Senior Class.
Departmental Activities:	
English	Dramatic Club; Literary Societies (four).
Student publications	Handbook; Weekly; Annual.
Science	Phi Beta Chi (science).
Music	Men's and Women's Glee Club; Music Club.
Social Groups	Alpha Kappa Sigma (social group but not recognized as a sorority).
Religious Activities	Student Volunteer Band; Saint Andrew's Sunday School Club; Good Hope Mission Sunday School Club; Missionary Society; Christian Service Crusaders; Dickonian Club (ministerial); Chapel.
Miscellaneous	County Club; Women's Association.

MIDLAND COLLEGE

Governing Groups	The Student Council; the Dorm Co-Eds; Point Committee; Freshman Class; Sophomore Class; Junior Class; Senior Class.
Departmental Activities:	
English	Dramatic Club; Debate Club; Literary Societies (two); The Inter-Society Literary Council; Journalism Club.
Student publications	Handbook; Weekly; Annual.
Science	Chemistry Club.
Music	Band; Orchestra; Men's Glee Club; Women's Glee Club; College Choir; Church Choir; Musical Festival.

Honorary Societies:	
National honorary (non-Greek letter)	Blue Key.
Local Greek letter	Theta Gamma Epsilon (journalism).
Religious Activities	Student Volunteer Band; Young Men's Christian Association; Young Women's Christian Association; Federation of Christian Associations; Lutheran Student Association; Missionary Society; Chapel.
Miscellaneous	Primary Education Club; Photography; Eureka Commerce Club.

Newberry College

Governing Groups	The Student Council; Freshman Class; Sophomore Class; Junior Class; Senior Class.
Departmental Activities:	
English	Dramatic Club; Literary Societies (five); Old English Club.
Student publications	Newspaper; Annual.
Foreign language	German; Spanish; Greek.
Science	Biology.
Music	Orchestra; Glee Club.
Honorary Societies:	
National Greek letter	Pi Kappa Delta (debate).
Religious Activities	Luther League; Young Men's Christian Association; Young Women's Christian Association; Ministerial Club; Chapel.
Miscellaneous	Newberry County Club; Midnight Raiders; New Dormitory Club; Presidents Club; Saluda and Lexington County Club; Prosperity Club; Silver Street Club; Etiquette Club; Baleburg-Leesville Club; Cosmopolitan Club.

Susquehanna College

Governing Groups	Young Women's Coöperative Council; Men's Student Government Association; Point Committee; Freshman Class; Sophomore Class; Junior Class; Senior Class.
Departmental Activities:	
English	Dramatic Club.
Student publications	Handbook; Weekly; Annual.
Science	Natural Science Club; Pre-Medics Club; Biology Club.
Music	Orchestra; Glee Club; Conservatory Student Organization; Intercollegiate Contest.
Social Groups:	
Inter-fraternity council:	
National fraternities	Phi Mu Delta; Phi Beta Rho.

Local fraternities	Epsilon Sigma; Bond and Key.
Inter-sorority council:	
Local sororities	Omega Delta Sigma; Kappa Delta Phi; Mu Sigma Gamma.
Other social groups	The Non-Sorority Organization.
Honorary Societies:	
Local Greek letter	Sigma Alpha Iota (musical); Pi Gamma Mu (social science).
Religious Organizations ...	Young Men's Christian Association; Young Women's Christian Association; World Fellowship; Chapel.
Miscellaneous	The "S" Club.

THIEL COLLEGE

Governing Groups	The Student Union; Freshman Class; Sophomore Class; Junior Class; Senior Class.
Departmental Activities:	
English:	
Student publications ..	Handbook; Weekly; Annual.
Foreign language	German Club; Greek Club.
Science	Biology Club.
Music	Men's Glee Club; Women's Glee Club; Music Club.
Social Groups:	
Inter-fraternity council:	
National fraternities ..	Delta Sigma Phi; Theta Kappa Nu.
Local fraternities	Sigma Beta Sigma; Sadhe Beta Sigma.
Inter-sorority council:	
Local sororities	Sigma Theta Phi; Alpha Sigma Pi; Gamma Delta; Phi Omega Sigma.
Religious Activities	Young Men's Christian Association; Young Women's Christian Association; Chapel.

WITTENBERG COLLEGE

Governing Groups	Boost "W" Association; Women's League Point Committee; Freshman Class; Sophomore Class; Junior Class; Senior Class.
Departmental Activities:	
English	Press and Journal Club; Euterpean Literary Society.
Student publications ..	Handbook; Weekly; Annual; Comic Magazine.
Foreign language	Spanish Club; French Club.
Science	Biology Club; Chemistry Club.
Social science	The Commerce Club; Angora Club; Newman Club; Social Science Club.
Home economics	Home Economics Club.

Music	Band; Orchestra; Men's Glee Club; Women's Glee Club; College Choir; Jazz Orchestra; Music Club; Phi Mu Alpha Sinfonia; Inter-Fraternity Contest; Intercollegiate Contest.
Social Groups:	
Inter-fraternity council:	
National fraternities	Phi Kappa Psi; Beta Theta Pi; Alpha Tau Omega; Phi Gamma Delta; Sadhe Aleph; Pi Kappa Alpha.
Local fraternities	Chi Sigma Nu; Pi Beta Phi; Kappa Phi.
Inter-sorority council:	
National sororities	Alpha Xi Delta; Alpha Delta Pi; Sigma Sigma Omicron; Chi Omega.
Local sororities	Tau Delta Theta; Theta Gamma Rho; Chi Delta Omega; Beth Ayin.
Other social groups	Ferncliff League.
Honorary Societies:	
National Greek letter	Tau Kappa Alpha (debate); Theta Alpha Phi (dramatic); Phi Mu Alpha Sinfonia (music); Chi Theta Delta (chemistry); Kappa Phi Kappa (education).
National honorary (non-Greek letter)	Blue Key (scholarship and activity points).
Local honorary	Scroll and Quill (journalism); Skull and Chain (senior men); Arrow and Mask (senior women); Pick and Pen (junior men).
Religious Activities	Luther League; Student Volunteer Band; Young Men's Christian Association; Young Women's Christian Association; Lutheran Student Association; Mission Study Group; Deputation Group; Gospel Teams; Chapel.
Miscellaneous	Boost "W" Club; Business Administration; Psychology Club; Educational Club.

Muhlenberg College

Governing Groups	The Student Body; Freshman Class; Sophomore Class; Junior Class; Senior Class.
Departmental Activities:	
English	Dramatic; Debating; Intercollegiate; Oratorical Union.
Student publications	Handbook; Weekly; Annual.
Foreign language	German; French.
Mathematics	Mathematics Club.
Science	Science Club.
Social science	History Club.
Music	Band; Men's Glee Club; Quartet; Jazz Orchestra; Mandolin Club.

Social Groups:	
Inter-fraternity council:	
National fraternities ..	Alpha Tau Omega; Phi Kappa Tau; Sigma Lambda Pi.
Local fraternities	Delta Theta; Phi Epsilon.
Other social clubs	Druid Club.
Honorary Societies:	
National Greek letter ...	Tau Kappa Alpha (debate).
Religious Activities	Young Men's Christian Association; Chapel.
Miscellaneous	Chess Club.

ROANOKE COLLEGE

Governing Groups	The Student Body; Honor Committee; Freshman Class; Sophomore Class; Junior Class; Senior Class.
Departmental Activities:	
English	Dramatic Club; Literary Societies (two).
Student publications ..	Handbook; Weekly; Annual.
Music	Glee Club; Orchestra.
Social Groups:	
Inter-fraternity council:	
National fraternities ..	Kappa Alpha; Sigma Chi; Pi Kappa Phi.
Local fraternities	One in the process of formation.
Other social groups	German Club (dancing).
Honorary Societies:	
National Greek letter ...	Tau Kappa Alpha (debate).
Local honorary	Aegis Society (scholarship and activity points).
Religious Activities	Luther League; Young Men's Christian Association; Clericus Club; Chapel.

WAGNER COLLEGE

Governing Groups	Student Government Association; Freshman Class; Sophomore Class; Junior Class; Senior Class.
Departmental Activities:	
English	Dramatic Club; Literary Society; Press Club.
Student publications ..	Bulletin; Annual.
Foreign languages	German Club; Greek Club; Spanish Club.
Social science	Political Science Club.
Music	Orchestra.
Social Groups:	
National fraternities	Alpha Kappa Pi.
Local fraternities	Sigma Delta Phi.
Other social groups	Nutmeg Club (students from Connecticut).
Religious Activities	Luther League; Chapel.

WATERLOO COLLEGE

Governing Groups	The Student Council; Freshman Class; Sophomore Class; Junior Class; Senior Class.
Departmental Activities:	
English	Literary Societies (three).
Student publications	Weekly; Annual.
Foreign language	German Club; Spanish Club; Greek Club.
Music	Orchestra.
Social Group	The Collegian (all students).
Religious Activities	Missionary Society; Christian Service Efficiency Training Society; Chapel.

As will be seen from Table 228 and the listing of clubs in the various colleges, there is no consistent ratio between the number of clubs and the size of student bodies. Extremes are found when a study is made of the number of students enrolled in the college for each club in existence at the institution. At Muhlenberg each club would have an average membership of 14; at Wittenberg, 13; and at Susquehanna and Gettysburg, 12. On the other hand, Wagner and Waterloo have at least one club or organization for each three students in the college, but of course this does not mean that existing clubs have only three members each. The average number of students per club in all the colleges is ten. No standard has been determined to state how large college clubs should be, but a club for every two or three students certainly indicates over-organization. At Wagner and Waterloo each student could be a president and vice-president, or a secretary and a treasurer. To find even the officers for their organizations must be a great task, and must mean that some students are giving too much time to extra-curricular activities or that the clubs have meager activity programs. It seems unwise for small colleges to attempt to copy larger ones in the number and nature of their activities; rather they should develop organizations in accordance with their own needs.

SELECTION AND CONTROL OF THE NUMBER OF CLUBS

This illustration of over-organization of student activities in Wagner, Waterloo, Newberry, Midland, and possibly Carthage shows that some selection of clubs would be advisable. It is almost impossible to believe that a student who participates in so many groups will have much time for academic work. Woodrow Wilson, as a college administrator, recognized the selection and

control of extra-curricular activities as one of his problems. He said in one of his speeches at Princeton: [1]

> I have never worried about the school room. I am not anxious about what happens in the lecture room, but I am very anxious about what happens between exercises, about the life of our students in our schools and colleges. Is the life of the college overshadowing the instruction of the teachers? Are the side-shows swallowing the circus? I think they are, for I have found the main tent very poorly attended and the side-shows crowded. Under such circumstances, I do not care to be ringmaster in the main tent.

According to statements made in the college catalogues and by students and faculty members who were interviewed, no attempt has been made in the Lutheran colleges to limit or select the number of clubs, except purely social groups. Before fraternities and sororities can be established on any of the campuses, except Carthage, permission must be given by the faculty. At Carthage they grew up without any apparent consideration by the faculty. As a result of no effort to regulate club organizations, they have developed with very little consideration of their need or relationship to the other activities on the campus.

The control of the number of clubs which are allowed to spring up is one of the best means of unifying the student activity program. Caution should be exercised that a club does not duplicate another already in operation and development. By the charter system [2] each new group seeking organization is required to present to the Council of Executives, composed of students and faculty, its purpose, constitution, tentative program, and type of membership. The club is investigated and either rejected or accepted by the group of other student organizations. A copy of its constitution and by-laws is filed with the central organization, together with the names of the officers and members. This information is available for reference use by the students and should be a great help in limiting the number of activities in which one student can participate.

A common objection given to this charter system where it has been tried out is that it does not allow for spontaneity and originality, two of the greatest benefits claimed to be derived from

[1] Lawrence, David, *The True Story of Woodrow Wilson*, p. 24, Doran, New York, 1924.

[2] Wilds, E. H., *Extra-Curricular Activities*, pp. 171–76. The Century Company, New York, 1926.

extra-curricular activities. In some respects this criticism is well founded. It may take away some of the thrills of belonging to a club if it must make its policies public. It will, however, safeguard the campus from the epidemic of club organizations without any purpose except to create another group and to make more offices to be held. It will require that each club think through its reasons for organization. If a constitution and tentative program are required, the club is more likely to be permanent. The individuality and originality of the club members can be used in this way.

Some clubs object to the red tape of drawing up a constitution or suggesting even a tentative program. This is particularly applicable to students in philosophy or a "modern school of writers." They do not wish to be held down or confined to any form of organization and complain that such restrictions are not conducive to thought. When such a club exists or wishes to spring up, it may be unwise to attempt to thwart it. It is in such a gathering that many of the keenest students on a campus will be found. Let them enjoy the freedom of meeting together but let them understand that a group unofficially organized and not recognized as a part of the social program can not demand the time or the attention of the other regularly organized and recognized clubs.

It is unnecessary to consider ways to stimulate the desire for organization, because the majority of these colleges now seem to be over-organized. Because of the dearth of activities which are honorary and which recognize scholarship as a desirable achievement, encouragement can be given in this channel of development. Thiel, Lenoir Rhyne, Wagner, and Waterloo have no honorary societies; Newberry and Muhlenberg, one; Carthage, Roanoke, Midland, two; Gettysburg, six; and Wittenberg, ten. If groups with a more scholarly interest are cultivated, it becomes more important that the other more social clubs should be limited.

Participation in Clubs

One of the most difficult problems in the field of extra-curricular activities is the control of participation. A few students may hold all the important offices on a campus, while the others have little part in the social program. This situation was found to be

very common at Thiel, Wagner, Newberry, Roanoke, Muhlenberg, and Waterloo.

The following illustration of participation in activities by a student at Thiel is typical of the heavy duties of students in the colleges where there are no means of regulating the number of activities in which a student can participate. One senior girl held the following campus positions: president of Pan Hellenic, house president of one of the women's dormitories, one of the two students managing the Students' Commons (which means the buying of food, making of menus, and managing the serving for more than a hundred students), president of the only literary society, secretary of the Student Council, secretary-treasurer of Phi Kappa (a social club in the Greek Department), an officer of the senior class, a member of a social sorority, and a member on numerous committees.

At Carthage, Gettysburg, Lenoir Rhyne, Midland, Susquehanna, and Wittenberg, Point Committees have been elected to supervise and control the number of activities in which students can participate. Although the students do not obey the rulings of the Point Committee at all times, the formulation of such a plan has been a great help in many instances. At Midland, however, the committee does not function properly. Two examples are sufficient to show that too many major offices are held by the same students. A senior girl is president of the student body, president of the Student Council, officer of Dorm Co-Eds, officer of Young Women's Christian Association, and member of the Student Volunteer Band. One of the senior men is president of the Senior Class, member of championship debating team, representative in State Oratorical Contest, member of Blue Key, and athletic manager. Wittenberg and Gettysburg show the best development and enforcement of their point systems.

Steps which will lead toward the control of participation in student activities are:

1. Creation of a favorable attitude toward academic achievement.
2. Creation of an attitude favorable to health.
3. Substantiation of the idea that many students can do a task equally well.
4. Direction of students into activities which will prepare them for vocations which they think they wish to follow.

5. Development of a point system limiting the number of activities in which a student may participate.

For those colleges which have no system for the control of student participation in activities, a plan is suggested in Table 229. The system indicated there is too general to be applicable without revision and adjustments to the peculiarities of different campuses. Since clubs do not hold the same degree of importance in all colleges, consideration for the specific extra-curricular activities must be given in the formulation of a point system. By the proposed plan, activities are arranged into Groups A, B, and C. Group A consists of the major offices; Group B is made up of offices which are less important than those of Group A; and Group C consists of serving on committees, holding lesser offices, and membership in some clubs.

A student holding an office in Group A may elect only one activity, and may have membership in Group C. A student in Group B may hold two offices in this group or one office in Group B and elect three activities in Group C. Students may elect four activities in Group C if they elect none in Groups A or B. As membership in honorary societies is generally academic, activity points are not counted in them. On campuses where honorary societies emphasize social activity, they should be counted in the point system.

Students are placed on their honor to assume the responsibility of keeping the number of activities within the limits stated by the point system. With this coöperation, the secretary of each club will find it easy to make her reports of the activities and of those participating in her group. The importance of a public, up-to-date, central file of student organizations, membership lists, and the record of student participation is obvious. Students should know who club members are and what they have done in student activities.

Other considerations in making a point system are the health and academic standing of the student. Participation in extra-curricular activities should not cause physical overloading of the student. Likewise, students who have low scholarship should not be permitted to participate in any activity which demands much time and thought. A ruling such as, "No student with a grade below C can hold Group A or B offices," can be made. Some colleges make the ruling more severe and do not permit such a

TABLE 229

Suggested Plan for the Control of Student Participation in Activities

Name of Organization	Group C			Group B				Group A		
	1	2	3	4	5	6	7	8	9	10
Student body organization			Committee member	Council member	Secretary treasurer		Committee chairman	Vice-president		President
Class organizations		Secretary treasurer	Vice-president			President				
Athletic association		Team member	Secretary treasurer		Vice-president	Manager		President		
Departmental clubs (except the ones listed below)	Member		Officer	President						
Publications							Staff member		Business manager	Editor-in-chief
Literary societies	Member		Vice-president secretary treasurer		President					
Debate and dramatics						Member	Manager			
Glee Club						Member	Manager			
Orchestra and band						Member	Manager			
Religious organizations										
The Christian organization	Member		Committee member	Cabinet member	Secretary treasurer		Vice-president		President	
Other religious organizations										
Honorary societies			Member	President						
Fraternity councils										

student to fill any office. This ruling may destroy some of the advantages claimed for extra-curricular activities.

Any plan for the control of participation should allow for a change of policy, the growth of new clubs, and the assurance that some opportunity for participation is being offered to all students.

Faculty Advisers

In this chapter the position of faculty adviser is discussed as it is regarded by both students and faculty in the various colleges. Faculty advisers of the different clubs are considered in Chapter IV under "Specific Organizations."

To discover how much of the faculty's experience should be handed on to the students and how much the students should learn for themselves out of the situations which college offers, is a debatable question. It is this question which makes faculty advising in clubs a problem. The tendency of many faculty members is to give to the students wholesale all that they have received in their past years of experience. The students react to this in an unpleasant way, frequently giving the impression that they want nothing from their elders; they want to discover the world for themselves in their own way. They say that they are being told what to do, that the ways of twenty years ago will not answer for the campus of to-day, and that their self-expression is being hampered. This attitude, said to be characteristic of modern youth, is very disagreeable to those members of the faculty who are willing to assist the students in their social life. Sometimes it becomes so pointed that rather than be placed in this embarrassing position, faculty members refuse to act as advisers or to give any of their time to groups which are so discourteous. They wish to be treated as personalities and as coworkers in the club and not as dictatorial or spying chaperons.

At Lenoir Rhyne and Roanoke the students and faculty apparently work together with the least friction. The faculty do not try to control or dictate what the clubs shall do, and the students, therefore, are eager to have them at their meetings or to receive their advice. Included in this way, the faculty never fear that they will be treated as unwanted guests; they receive the finest courtesy from the students.

The advisers of Wittenberg, Gettysburg, Carthage, and Sus-

quehanna complain that they are sometimes treated in a very unbecoming way. At parties or group meetings, they are placed in a corner by themselves and allowed to provide their own entertainment. The basis of this attitude may be that the students think that the faculty want to "boss" their activities and that to control this desire they must keep them at a distance.

In the other colleges, the activities are largely under the control of faculty members but there seems to be no reaction against it by the students. In most of the organizations they seem to be willing for the adviser to take the initiative and to develop the club in any way. The following illustrations are representative of the attitudes in these colleges.

Representatives of the Survey Committee visited a student group in Thiel College. The adviser did all the talking, made all the suggestions and plans for the coming social event. Her suggestions began in this fashion: "Don't you think, girls, that it would be a good idea to do this or that?" And the girls replied that they did. The adviser was a busy person and possibly had to be very expeditious in order to do all the many tasks waiting for her. The students did not react to her suggestions as the students from one of the colleges mentioned above would have reacted; they accepted the idea that they should be told what to do. This may be explained by the fact that Thiel College is just breaking away from faculty control in its governing policies.

In making appointments for interviews, the president of the Newberry student body said, "If you want to find out anything about that club, you had better talk to the adviser. He runs it." The adviser was interviewed and, without any doubt, he did run it. He planned the time for the meeting, decided where it should be held, the nature of the program, and told each member of the club what he was expected to do. In this case there was little reaction from the members, particularly the figurehead president who was interviewed later. He was supposed to have something to do, he said, but had nothing.

The domination by advisers and faculty members may be the result of their lack of a sympathetic attitude toward student activities. They may have been inveigled into accepting the rôle without much idea of what is expected. They may be biased or prejudiced in one way or another. As Mr. Going says:[8]

[8] Going, C. J., "The Teacher's Place in Extra-Curricular Activities," *National Education Association Proceedings*, Vol. 65, 1927, pp. 622–24.

The teachers' attitudes towards extra-curricular activities vary (1) according to their own training and experience, (2) according to their own temperament, (3) according to their own sense of obligation to the students in charge. It is therefore highly important to select with care the teacher who is to direct the student activities in any modern high school. Upon this teacher's shoulders must also fall the task of educating the entire faculty and winning each teacher's sympathetic support for the work. This teacher should possess a socialized viewpoint, should realize the educational possibilities of all these activities, should see in them opportunities for more direct control of the various stimuli that educate, and should regard them as means for developing desirable character reactions.

What has been said in regard to the adviser in the high school may also be said of the adviser of college activities, except that the selection of such a person may be made through an election by the college students, while in the secondary school this director is generally appointed by the principal. Students will be more gracious and considerate, in fact, better pleased if they know that the adviser has come to them as the result of their own selection. An objection is sometimes given to this plan because it leads to politics between students and faculty or creates embarrassing situations for those not elected to advisorships. If this method is used, however, the students feel more the spirit of "oneness" and will more graciously receive the coöperation and consultation of the advisers. They will consider them a part of the club, possibly as associate members.

A consideration which is seldom given the adviser of a college club is the recognition that this is part of his regular program. Advising should not be something added to the already heavy schedule of teaching. On the Lutheran campuses no allowance is made for the work a professor does in this respect. Some provision in the way of lessening the regular academic duties of the adviser must be provided if he is to give of his best in the way of directing student activities. Faculty members who are willing should not be imposed upon by many student groups unless some consideration is given them by the administration. Some are better adapted to this work and should be appreciated for this ability. At Newberry and at Waterloo one faculty member is bearing the burden of advising the student clubs, and, in each case, he is one of the busiest persons on the campus. He stands in good favor with the students and faculty and is called upon by both. Advisers should be selected because of their popularity and fitness, but their willingness should not be imposed upon.

Credit for Extra-Curricular Activities

The granting of academic credit for extra-curricular activity is a topic of discussion at the present time. There is a growing feeling that some activities which are the outgrowth of the curriculum should be awarded credit toward a degree.

Of the Lutheran colleges, five give credit for certain student activities. Muhlenberg grants one or two hours in debating, glee club, and band; Thiel and Carthage, two semester hours for debate; Lenoir Rhyne, four semester hours in dramatics, debating, and oratory; and Wittenberg gives credit in music and public speaking when regular courses are pursued and activities serve only as practical laboratories. In all the colleges, the credit is granted toward and A.B. degree; in Muhlenberg it may count toward any degree; and in Wittenberg toward degrees in the special fields.

The situation in these colleges is similar to that found in the secondary schools:

> This absence of diploma credit for student activities seems the most widespread condition, and may be due to the recency of the expansion of student activities, and the desire to distinguish scrupulously between recognition of attainment in the restricted program of the school and the self-satisfaction that comes from student activity groups. As to which groups would suffer more from contamination if both were placed on the same graduation credit basis, opinion is by no means unanimous.[4]

If credit is generally granted for extra-curricular activity, many of the merits of student groups will be lost. Clubs have sprung up as an escape from the controlled work of the classroom. They are spontaneous and social. Any attempt to standardize them, therefore, would tend to destroy their original purpose. In fact, their present nature is such that only a few could be evaluated for credit.

The activities which lend themselves to evaluation are those growing out of the curriculum. Perhaps the best illustrations are to be found in music, debate, and public speaking. If they demand an amount of time and conscientious effort on the part of the student comparable to that of other course work, and if they give a scholastic training peculiar to themselves, they may receive credit. The tendency in the past has been to consider such activities as much a part of the curricular as of the extra-curricular

[4] Department of Superintendence, Sixth Yearbook, *Evaluation of Extra-Curricular Activities*, p. 241.

program. For instance, Wittenberg recognizes the theoretical phase of its musical work as belonging to the academic courses but the public performance in a concert by the same students is regarded as an extra-curricular activity. Thus, the line of demarcation is not clear. The awarding of credit to an activity may remove it from the realm of the extra-curricular program.

The great danger to be feared in granting credit to extra-curricular activity is that this section of college life may become a means of amassing credits, much like our traditional curriculum. When students desire credit as formal recognition for participation in student activity, activities will cease to fulfill their mission.

Finance

The question of finance involves two problems: first, the collecting of money for the support of the various organizations and, second, the methods of budgeting and auditing accounts.

Three methods of raising money for the support of the clubs are employed:

1. Dues are paid by members of individual groups to their respective clubs at Carthage and Gettysburg.
2. A student activity fee is charged at registration by Roanoke, Muhlenberg, Thiel, Newberry, Waterloo, Wagner, and Susquehanna.
3. The Student Chest plan is used by Wittenberg and Midland.

Carthage and Gettysburg are the only two colleges which meet all expenses for student activities through fees charged by individual clubs. Each organization is responsible for the financing of its own activity.

In the seven colleges listed under the second group, an activity fee of $5.00 at Wagner to $20 at Muhlenberg is charged at registration. Susquehanna charges $6.00; Waterloo, $10.00; Newberry and Roanoke, $15; and Thiel, $18. Lenoir Rhyne does not charge a separate activity fee but includes in the regular tuition a sum large enough to cover the cost of an athletic privilege, a ticket for the college lyceum course, and a subscription to the college weekly. The money collected by this plan is ordinarily used for athletics, subscription to the college publication, Christian Association and literary society fees, and for the general expense of the student body. The other organizations

in these colleges are financed by dues paid by the members. At Muhlenberg the present plan is to increase the $20 activity fee so that the debating club, the annual, and the band may receive financial aid. The amount for each organization is set by the student body. The money is paid to the college treasurer who turns it over to the treasurers of the sharing organizations. After the money is collected and divided among the clubs, no further supervision is furnished by the college.

The most recent plan of financing student activities is the use of the Student Chest at Midland and Wittenberg. It was instituted at Midland in 1925–26 by the Student Council to avoid the numerous drives for money by the organizations. A manager and treasurer for the Student Chest campaign are appointed by the Council. A representative of each club submits its budget which is voted upon by the Council. In 1925–26 the Chest was $1,300, or an average of $4.00 per student. One of the members of the campaign committee said he found that many students would not pay the amount pledged. To avoid this, a fee of $4.00 or $5.00 had been planned to be paid at registration by all students in 1927–28.

The explanation of the Wittenberg Student Chest as found in the campaign folder for 1926–27 is given:

> Purpose—In order that one central fund might be raised for distribution among ten campus organizations, and activities according to their estimated needs, the Wittenberg Student Chest has been instituted, this being the fourth consecutive year of its existence.
>
> Its Object—One unified campaign will raise the necessary money to satisfy the combined quotas of ten activities. The quota of each organization soliciting has been carefully minimized as much as possible by the Student Chest Board. Several changes have been made in the last year's budget, and organizations to which last year's Chest contributed have been added. There is the same number of organizations drawing from the Chest this year as received aid in 1924.
>
> This careful selection of organizations, and examination of their requests, serves to protect the students. The Contingency Fund is provided to take care of unforeseen requests, and guarantees that the student will not be asked to donate, during the balance of the year, to any cause.
>
> Its Value—A better Wittenberg spirit is created. Every organization is given an equal and fair opportunity to raise funds. You are saved the embarrassment of being solicited many times during the year. It is economical and efficient.
>
> The division of the Chest for the year 1926-27 was as follows:

Boost "W" Association	$100.00
Young Men's Christian Association	800.00
Young Women's Christian Association	800.00
Orchestra	200.00
Band	250.00
Wittenberg Missionary Society	750.00
Springfield Community Fund	250.00
Contingency Fund	500.00
Campaign and Administration	200.00
Wittenberg Women's League	100.00
Glee Clubs	125.00
Campaign Goal	$4,075.00
Amount raised	$4,238.00

This plan makes no provision for the smaller clubs on a campus, for the social groups, or for college publications. The fund which has been raised through the Chest is handed out to the different groups to be spent as they choose.

The three methods show the means used to finance student activities. It seems unnecessary to show disapproval of the first, whereby each club conducts its own business. It lacks a yearly budget and this lack makes frequent assessments necessary. The money is spent; few of the members know where or how. Treasurers are compelled to handle money in small sums. Since many banks will not carry small accounts, this means that the treasurer must have it as a part of his own bank account, unsound in principle as it is, or keep it hidden in his room. The individual responsibility is too great. Mistakes are frequent and go unchecked.

The student activity fee, paid at registration, may be the surest way of raising the money but it is coercive. It fails to include other campus organizations which may be more valuable to the students. All students do not receive the same value from the clubs, and some having different interests may prefer to use their money in other forms of leisure or relaxation. If the students' money is to be used for the financing of student activities, it is essential that it be spent by the organizations in such a way that the students receive appropriate returns. The college handbook which serves all students alike is a good illustration of an expense that could be met by a common fund. Even in this it may be best to use a plan similar to that followed at Lenoir Rhyne where the tuition fee is high enough to cover the expense of activities which are considered to be of mutual benefit.

The Student Chest plan is perhaps the one in highest favor at the present time. It provides for the financing of the largest activities, except student publications. It has the advantage of only one money drive and makes the apportionment among the different organizations more satisfactory. It makes it necessary for each group to plan a yearly program which will keep within the budget. Such a plan, however, cannot be so detailed as to provide for all expenses, such as class dues, all departmental clubs, and other purely social clubs.

The use of business principles is as important in the expenditure of the money as in the raising of it. None of the Lutheran colleges have a system of auditing the student activity accounts. Large sums of money are turned over to the treasurers who may or may not give any statement of the expenses of the organizations. Some of the individual clubs, discussed under Chapter IV, Part V, have faculty members or committees to audit their books but no general plan is used in any of these colleges.

To avoid mistakes and to safeguard the students who pay money into club treasuries and the students who hold funds in trust, some plan of auditing should be introduced.

Some colleges, for instance Ohio State University, make use of the "student auditor" plan. In this scheme each club organizes and runs its own finances but the treasurer's books must be audited once each quarter by the student auditor who is employed by the college and is not, as the term might imply, a student. The advantage of this plan is that there is a definite check on the bookkeeping used by the students. It is possible to work out a uniform method. This method, however, may seem undesirable to some because the books are checked at such long intervals that a mistake may cause much concern before it is found. Students may resent turning their books over to a superior. This official is too frequently regarded as a business enemy rather than the club's friend. This system does not remedy the situation whereby the student treasurers have the responsibility of handling the money and the inconvenience of banking it.

One of the most unique ways of handling student activity funds is used at Teachers College, Columbia University. It is under the direction of an Executive Secretary of the Student Organizations, nominated by the Student Council and appointed by the Dean. The office is in one of the main college buildings

and is accessible to all student organizations. Some of the duties of the office are:[5]

1. To edit and publish the *Weekly Bulletin* financed by Teachers College.
2. To reduce to a minimum the detailed work connected with the administration of student organizations by providing for the respective officers and committees such assistance as stenographic, mimeographing and poster services, and the supervision of printing.
3. To further assist officers and committees of the various organizations in the effective discharge of their duties by giving suggestions and advice as desired and needed.
4. To serve as ex-officio member of all Student Council sub-committees.
5. To keep a calendar of student activities and a record of the room assignments for club functions.
6. To maintain a depository for funds of the student organizations recognized by the Council, and to write checks against the accounts of these organizations upon requisitions duly authorized by the proper officers. An adequate and accurate account of all money received shall be deposited in a reputable banking institution.
7. To provide a depository wherein the record books of all student organizations shall be kept from the end of the spring session to the opening of the winter session.
8. To serve as treasurer of the Student Council.
9. To serve as treasurer for funds raised in drives, sponsored by the Council.
10. To edit and publish a handbook to be issued at the beginning of the winter session. Such handbook shall contain information helpful to new students in adjusting themselves to the life of Teachers College.
11. To publish in a May issue of the *Bulletin* the report summarizing the activities of the Student Organizations for the current year.

All money received by all the clubs is turned over immediately to the Office of the Student Organizations. Each treasurer is asked to come in and have his books balanced at the close of each month by the secretary, who in turn has her books audited at the end of the year by the college auditor. No special attempt is made to learn how each club spends its money, but this executive secretary is generally consulted about any big expenditure. In Teachers College a club is not required to do its business through this office but each one is glad to receive its services. Any new organization which wishes the services of the Office of the Student Organizations must submit its purpose and constitution to the Student Council which investigates the new group and makes recommendations for its acceptance or rejection.

Although the executive secretary in this plan is a full-time

[5] *Blue Book*, p. 17, Teachers College, Columbia University, New York City.

staff member, the work on a smaller campus might be assigned to an assistant to the dean of women, or to some other staff member interested in student activities.

This plan, in combination with the Student Chest scheme, would appear to be a wiser program for the financing of extra-curricular activities on an undergraduate campus.

Student Activity Building

Few student organizations in this group of colleges had suitable meeting places. Groups met in classrooms, social rooms of dormitories, chapel rooms, and in other places where a mutual, social relationship could not be expressed. The men reported that they did not "feel at home" when meetings were held in the dormitories, and were therefore influential in having them held elsewhere on the campus. At Lenoir Rhyne, Newberry, and Roanoke professors improved the condition by inviting departmental groups into their homes.

According to the various sources of data, Gettysburg is the only college to have a building comparable to a Student Activity Building. The new Weidensall Young Men's Christian Association Hall was completed in 1926 at a cost of $80,000. It was the gift of the Women's League, an organization of the mothers of college boys. It is equipped with offices, meeting halls, recreation rooms, and parlors. Although there is at present no Young Men's Christian Association secretary, plans are under way for the employment of such a person. He will have charge of the organization of the student life in the building.

The students at Roanoke expressed the hope of having a Young Men's Christian Association or student organization building within the next few years. The president of the College made a request in the catalogue of 1926–27 for a large sum of money for this purpose.

Perhaps it is demanding too much to ask small colleges to provide a building for student activities alone. Where such a plan is not feasible, it is suggested that a portion of some other college building be remodeled so that students will have adequate meeting places and offices for their activity. Such rooms do not need to be extravagant in furnishings or equipment but they should provide an environment conducive to the best social relationship between the men and women on a campus.

The Unification of the Social Program

The most apparent lack of student activities in these colleges was unification of the social program. Doubtless many of the other limitations which have been discussed earlier in this chapter come as a result of no definite organization of student activities. Deans of women and deans of men have kept social calendars of the events but they have not organized the program into a unified whole. Each activity, as a result, goes its own way with little concern for the other groups on the campus.

The colleges which show no effort to unify the social program are Wagner, Waterloo, Newberry, Roanoke, Muhlenberg, Lenoir Rhyne, and Gettysburg. An illustration from one of these colleges is used to show the loose organization. It is presented in Chart 56. Each club and fraternity has its own adviser and manages its own affairs. The connection with the dean of men, who represents the faculty as a whole, is a superficial one, the primary purpose being to prevent conflict in dating events on the social calendar. The faculty committee on discipline which handles the more serious cases of discipline apparently has no connection with the Student Council which acts on the minor ones. There is no general supervision or auditing of finances. Each organization takes charge of its own expenses, sometimes with and sometimes without faculty aid.

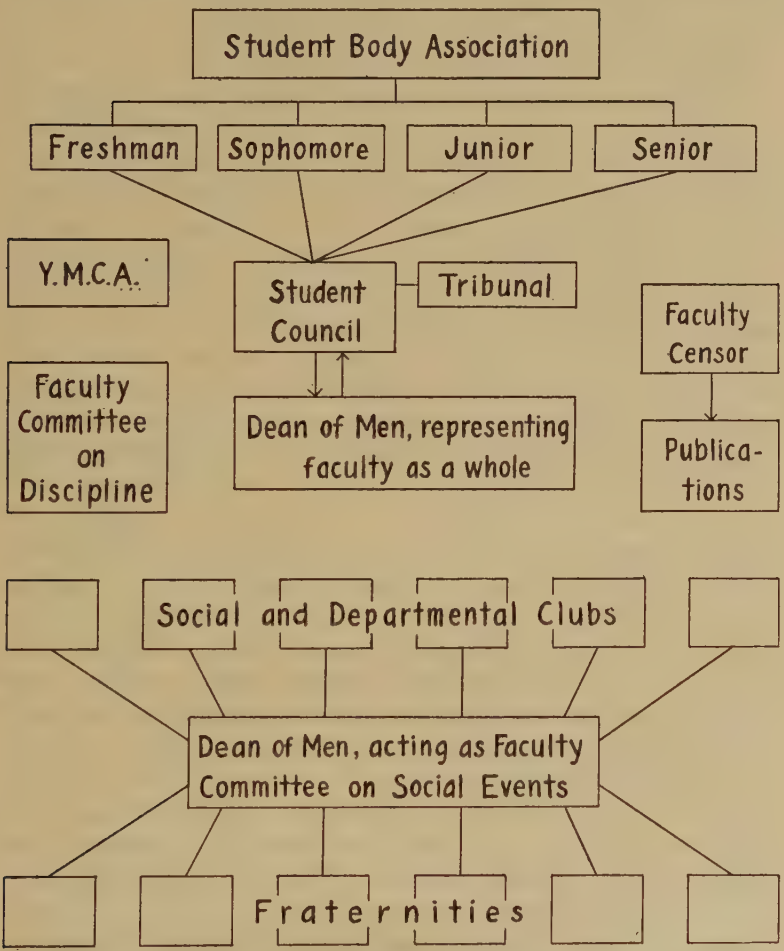
Slight attempts at unification have been made by Carthage, Midland, Wittenberg, Susquehanna, and Thiel. Carthage College inaugurated in January 1927 an organization known as The Student Body. It is not intended to be primarily a student government association but rather it is "an intermediary between the faculty and students." The temporary constitution says:

> the specific problems with which this organization shall be concerned are somewhat as follows:
>
> 1. Supervise the election of student members of the Library Council, the Athletic Council, the Collegian, the Cheer Leaders.
> 2. Mass meetings.
> 3. Inter-class contests.
> 4. Coöperation in carrying out faculty regulations.
> 5. College spirit and atmosphere.

It "attempts to make the student body articulate and to develop *esprit de corps*." When asked for more particulars concerning the methods by which these ends were to be achieved, a student

CHART 56

ORGANIZATION OF STUDENT ACTIVITIES SHOWING LACK OF COÖRDINATION



said that he was not sure what the plans of the president of the college were. Apart from this, no attempt has been made to bring the organization together as members of a unit.

At Midland the house father, in connection with his prescribed duties, has a "general supervision over the social life of the students." This is by no means an arduous task, for a large part of the social life takes place not on the campus but in the town. He has no clerical assistants and keeps no records. His

feeling about social life is that there is little time for it and that greater satisfaction comes from other phases of college life. With his encouragement, however, the five religious groups were brought together as the Federation of Christian Associations.

Wittenberg has a different plan of organization. The men of the College are organized into what is called Boost Wittenberg Club and the women into the Women's League. Each group is supposed to control and govern its respective activities, but there is no central organization. The student body has no president. Messages from the president of the College or the faculty reach the students through the president of Boost "W" or the president of Blue Key, a national honorary fraternity, on the campus. Either of these presidents gets in touch with the president of the Women's League and tells her what part of the work the women on the campus are supposed to contribute. The men dominate the situation; this may be explained by the fact that the women were organized only two years ago and are just beginning to make their presence felt. In spite of the fact that the men and women are not thoroughly coöperative, the women under their dean and the men under theirs have worked out a most unified program. This is particularly true of the Women's League, which has sought to bring together all the activities for women. It is supervised by the dean of women. She is chairman of the calendar committee which meets in her office each week to make out the social calendar. The dean of men is on this committee, and in this way the men's and women's interests are considered as a whole.

Under the administration of the new president at Thiel, the faculty and students are trying to work out a program for the centralization of student activities. The plan is not sufficiently mature to be included in this report.

The lack of centralization as shown in the foregoing paragraphs leads one to question whether the social situations created by extra-curricular activities are being fully utilized. The field of extra-curricular activities represents a rich storehouse of possibilities which can be drawn upon to enrich the lives of students as individuals and as groups. In any type of activity results show that more can be accomplished with minimum energy and time when a definite program is outlined following a definite purpose.

In order that extra-curricular activities may have such a program and purpose they should be integrated in an organization which may be called a department of student life. Functioning in this department must be someone who sees the program in its entirety and visualizes the steps in the processes of its growth. This implies that each part must have a working relationship with the others.

Since the personnel of the campus changes with each college generation, there must be a permanent campus element if there is to be a permanent and growing policy in the organization. With the changing of the personnel, the group undergoes such an evolution that it can scarcely be recognized as the original after a period of years. Early policies of the organization in relation to various forms of procedure may be recorded in secretarial books but are frequently undiscovered because the present personnel is new. The director should give continuity to the working program of the organization so that it is not necessary for the officers of clubs to retrace the detailed activities of their predecessors.

A director is needed to give balance and proportion to the social program in relation to the academic curriculum. Social activities must be viewed with the eye of an educator so that to their play value may be added educational value. Similarly, the academic curriculum should be socialized. The person who makes this bond must be someone with a scholarly and intellectual point of view, as befits a member of the faculty, and yet he must have that understanding of men and women in their social relationships which is so essential in work with student groups.

A director would serve as the connecting link between students and administration. When there is no one to act in this capacity, the social needs of the students are often overlooked. For example, the provision of social rooms and convenient and suitable meeting places is neglected. It would be the duty of the director to call the attention of the administration to these needs in behalf of the students. Similarly, he would be expected to secure the coöperation of students in administrative projects and programs.

If student activities are centralized under the direction of one person, there is less chance for campus politics, overemphasis of some one activity, lack of coöperation between men and women, or neglect of students who would like to enter extra-curricular

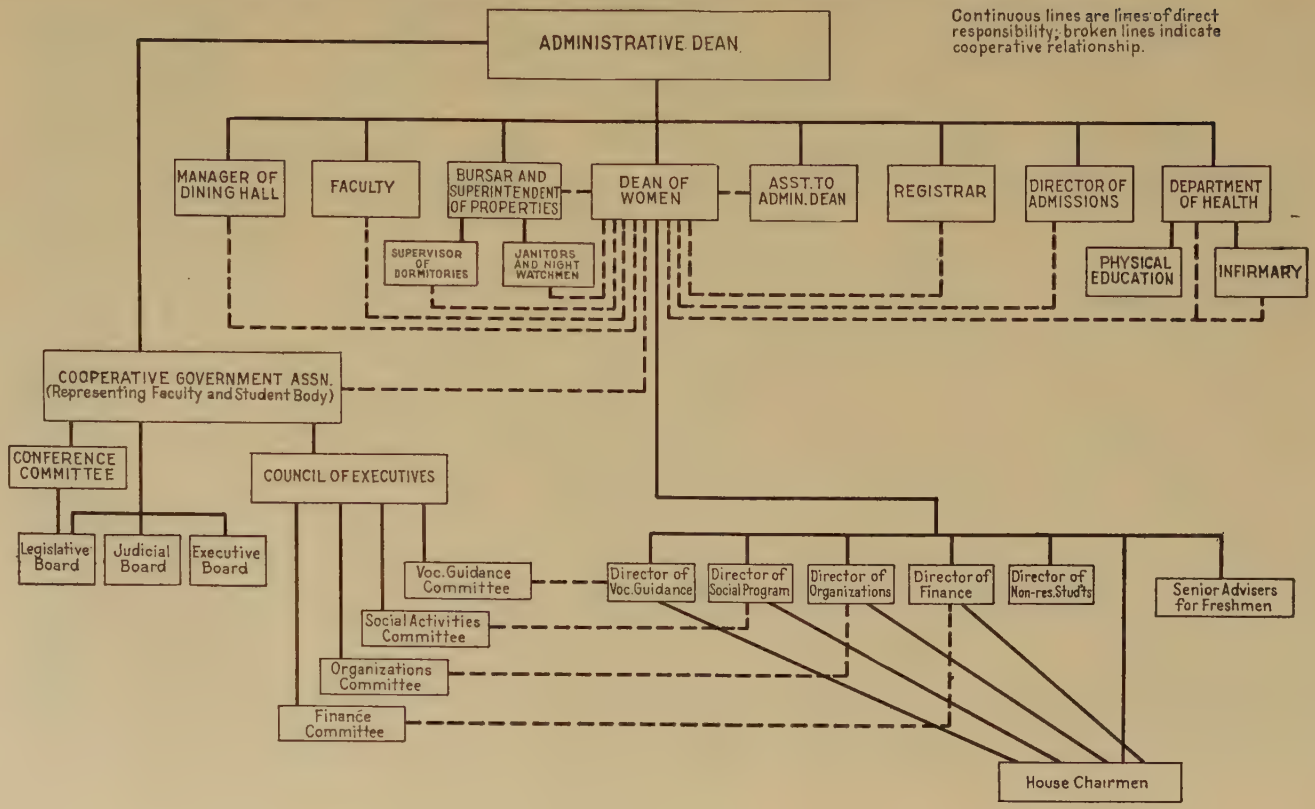
activities but who will not push themselves in. The director, by having general oversight, can make plans to overcome these evils.

A strong reason for the centralization of the student activity program is that records can be more complete and held in one office. For the use of the director, there should be a comprehensive personnel record card, a complete academic record, and a record of activity points for each student. There should be an open file of clubs with their membership lists and the duties and responsibilities of the members. This will eliminate the embarrassing and time consuming task of going to the various administrative offices to collect information about a student. With such records at hand the director will have more information for use in dealing with specific cases.

The one who is responsible for the social life of the students should become the director of the social program. There is one office which, because of the duties falling within its scope, is best fitted for this function; namely, that of the dean of women. In colleges where there are deans of women they automatically become responsible for the social life. If clubs go well, the dean is commended; if the club life is poorly conducted, she is blamed. Since the dean is recognized as the social leader on the campus, she should have the privilege of directing the students in the formulation of their social program. Questions of discipline, the living conditions of the students, relationships between men and women, the arrangements of social events, low academic standing, social etiquette, morals and religion—these are some of the problems that a dean of women is daily called upon to solve. Her contacts with the students and the faculty are likely to be more varied and extensive, also more intimate, than those of any other person on the campus. She listens to the stories of all and is expected to have forthcoming a solution for each difficulty. Because she is the one from whom information on any problem of social life is sought and because she is asked to clear difficulties which may develop in this respect, it is time that the administration recognize her as the social leader; grant her the powers of building up her program, and see to it that her plan is not obstructed. With this recognition and privilege she will become a constructive policy-maker and not a disciplinarian, a leader and not a mender of someone's offenses, a sympathetic coworker and not an arrogant boss. Too frequently the planning is left un-

CHART 57

ORGANIZATION OF DEPARTMENT OF STUDENT LIFE, NEW JERSEY COLLEGE FOR WOMEN



done and the dean of women is asked to pick up the broken pieces. She should be allowed to formulate the policy from the beginning.

In men's colleges, the direction of the social life of the students should be assigned to the dean of men. But where there are both a dean of men and a dean of women, the latter is usually better fitted for the position. In the growth of human customs, woman has become the leader in social life. Tradition has developed in her a greater aptitude for the planning and arranging of social events.

Even with the dean of women as the director of the social program, she will need the hearty coöperation of the administration, faculty, and students. One way of effecting this relationship is shown in Chart 57.[6] The purpose of this graph is to illustrate the various channels connecting the office of the dean of women with the other administrative offices and the various phases of student life. Direct responsibility is shown by the continuous lines and coöperative relationships by the broken lines. Where there are a psychiatrist and a director of personnel, the dean of women coöperates with them. If these wide and varied contacts are to be considered the work of the dean of women, she must have many capacities in many directions. She must be intelligent and tactful, sympathetic and humble, gracious and kindly. She must be both academically and socially minded. Miss Sturtevant has aptly said:[7]

> She must be a builder of a new social order, positive, dynamic, forward looking in her policy. . . . She should be a student of the happy integration of the girls and women into a new society on new bases.

In the same article, Miss Sturtevant mentions some of the personal qualities which contribute toward the success of the dean of women:

1. Intelligence and scholarship.
2. Volitional power.
3. A wholesome and altruistic emotional life.
4. An ability to create in the members of the faculty and administration a better understanding of social problems and guidance.

[6] This chart was presented for this study through the courtesy of Miss Leah Boddie, Dean of Women, New Jersey College for Women, Rutgers University.

[7] Sturtevant, Sarah M., "Pressing Needs in the Field of the Dean of Women," *N. E. A. Proceedings,* Vol. 63, 1925, p. 435.

To put into operation all the powers and forces needed for the development of an extensive program of student life, the dean of women will require a trained staff. Her helpers must catch a vision of the task to be accomplished and the goals to be attained. For instance, three out of the five of the staff at New Jersey College for Women are trained people who hold the degree of Master of Arts. In addition to these there are secretarial and clerical helpers. Honor students may give assistance in minor matters. A dean of women cannot afford—and no administration can afford to require her—to have her day so filled with handling details that she has no time for constructive thinking.

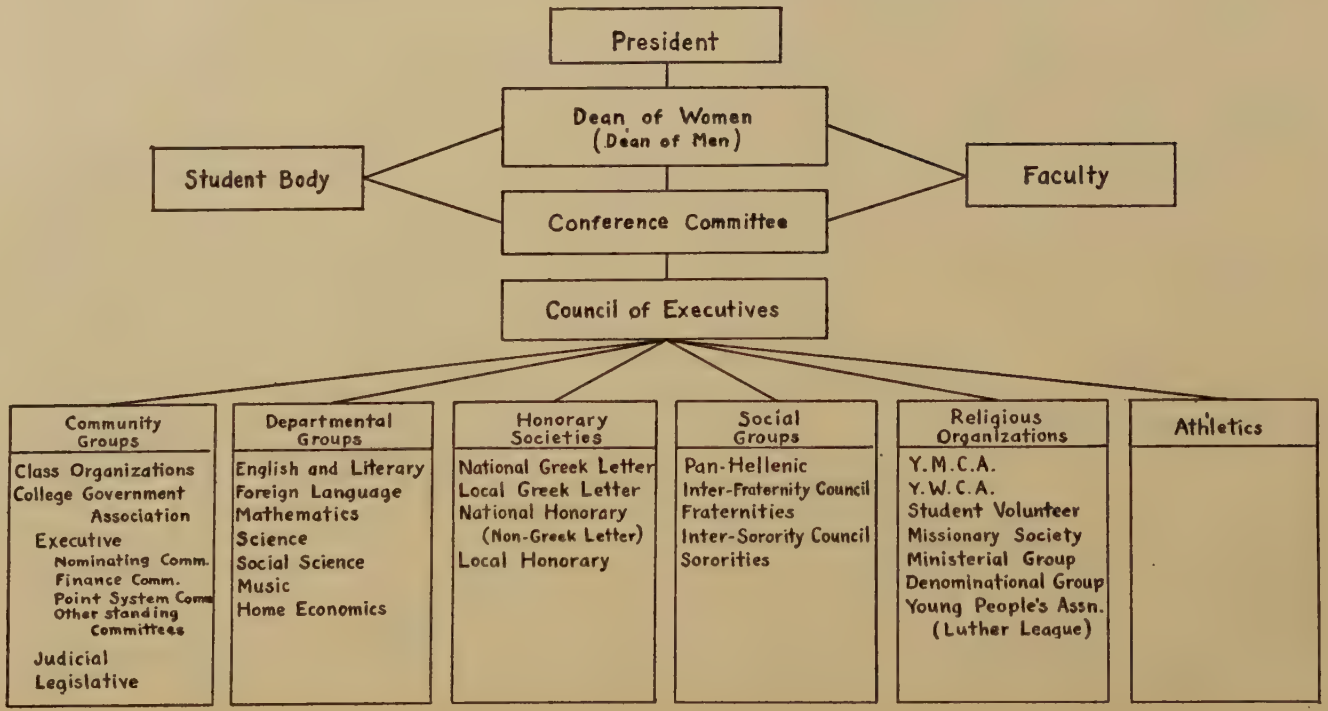
With greater centralization of the department of student life and the additional assistance needed to make the plan practical, the development of the social program should become more comprehensive and valuable. As it is to be adjustable to the changing needs of the educational system, it must allow for growth. This will mean re-planning and change. Chart 58 shows a tentative scheme of the way all student organizations may work together toward the attainment of a unified social program. This chart is not meant to be complete; it is only suggestive of one way in which student organizations are grouped under the direction of one person. Each college will have to adjust this general plan to its particular situation, but all organizations in which students participate should have a place in the main plan. Too often the governing body is the only one which is emphasized and other organizations, such as honorary and religious groups, have no part in the social program except to be given dates in the social calendar. Some scheme similar to the one presented should allow for the participation of all groups.

The conference committee shown in Chart 58 has for its purpose the fostering of friendly relations and coöperation between students and administration through the discussion of student problems. It is composed, let us suppose, of eight members: dean of women (chairman), dean of men, academic dean, director of health education, president of college government association and chairman of council of executives (a senior), chairman of judiciary board, and a senior and junior elected at large.

The council of executives, the legislative body, consists of: president of the government association (chairman), vice-president, secretary, and presidents of all student organizations.

CHART 58

TENTATIVE PLAN FOR THE UNIFICATION OF EXTRA-CURRICULAR ACTIVITIES



The officers are elected by the student body at large from the two upper classes. If the college is large with a great number of organizations, the fraternities and sororities can be represented by the president of Pan-Hellenic or the presidents of the Inter-Fraternity and Inter-Sorority Councils. This is one way to prevent the overcrowding of the council of executives and yet give representation to all groups. As this discussion does not deal with athletic activities, they are not listed but mentioned only to show their relationship to the other organizations.

Summary

In considering ways for the organization of the social program, attention should be given to the limitation of the number of clubs, their selection, the participation of students, the awarding of credit, business-like standards of finance, provision of adequate offices and rooms, and the general unification in a single department under the guidance of a suitable director, preferably the dean of women.

CHAPTER IV

SPECIFIC ORGANIZATIONS

Governing Bodies

Under this division both student government and class organizations are discussed. These two types of organizations are grouped together because they are most nearly all-college in their scope; that is, membership in them is more nearly open to all students than in any other campus organization.

Student Government.—Many terms have been applied to this phase of college life in which students are given some control in their own government. The ones more commonly used are Student Government, Student Self-Government, Coöperative Government, Community Government, Student Participation in Government, and Student-Faculty Government. The term Student Government is used at Roanoke, Lenoir Rhyne, Susquehanna and Wagner. The term Student Body is used at Muhlenberg, Gettysburg, Midland, Carthage, Waterloo, and Newberry. At Thiel the governing group is called the Student Union. Wittenberg does not have a strictly governing group; the Boost "W" and the Women's League serve in this capacity.

Throughout this study the term Student Government will be used. It is true that such a term does not carry the proper connotation, since none of these colleges have had distinct student government. No board of trustees or college president has been willing to give over to the students grants of power which would entitle them to call their participation in the control by this positive term. So long as the board of trustees and the president are responsible for the upholding of standards prescribed in the college charter, they cannot give to the students the power to run the college as they wish, regardless of these stated purposes. For this reason, every college president must reserve certain rights over which the students have no control and certain powers which cannot be granted to them. Thus, the term Student Government

is a misnomer; pure student government does not exist. A term more in keeping with the powers and duties of students and the nature of college government is student participation in government, coöperative government, or the ———— College Government Association.

Purpose: The catalogues and handbooks of the different colleges were studied to determine the purposes of the student government associations as stated in them. In them the following statements of purposes were found:

1. To effect a closer union of the students, to promote a cultural and Christian atmosphere about the campus, to promote a mutual and beneficial understanding between Faculty and students, to foster and perpetuate college traditions, to regulate in a just and orderly manner all student activities, to promote the general welfare of Susquehanna University.

—Susquehanna University, *Handbook.*

2. To provide a means of dealing effectively with all matters pertaining to the interests and the welfare of the students and the college.

—Wagner College, *Catalogue.*

3. To take care of the problems which intimately concern student life.

—Thiel College, *Catalogue.*

4. To act as intermediary between the faculty and the student body of Midland College, to take potent and actual measures toward the evaluation of the moral standards among the students, to act as board of arbitration for the various organizations of Midland College, assuming such responsibilities in the control as may be deemed best for the welfare of the college as a whole.

—Midland College, *Handbook.*

5. To regulate and further the mutual interests of the student body and of our Alma Mater.

—Muhlenberg College, *Handbook.*

6. To supervise the conduct of students and enforce good order and discipline in and about the dormitories.

—Lenoir Rhyne, *Catalogue.*

In the handbooks and catalogues of Roanoke, Gettysburg, Wittenberg, Carthage, Newberry, and Waterloo, the specific purposes of student government organizations were not given. In the catalogue of Gettysburg College the following quotation is found:

Without lessening its authority and responsibility, the Faculty has delegated certain duties in government to the student body as an exercise in self-government.

A further statement of the nature of these duties is made in the catalogue and handbook to the effect that the Student Council "acts in certain matters of discipline, and in matters concerning the general welfare of the student body and is a medium of communication between the students and the faculty."

In the Roanoke College catalogue the following statement is found: "The College encourages its students to govern themselves in so far as they can properly do so, in the belief that the responsibility develops character and sound judgment," but this much qualified encouragement grants more to the students than one might be inclined to believe.

Although Waterloo College is in the process of establishing a student government association, it is at present decidedly under faculty control. For instance, "All student organizations and publications must have faculty approval. . . . No student shall be permitted to engage in work other than his scholastic duties without the permission of the Faculty. . . . Social functions held by the students must have the approval of the Dean."

Wittenberg College has no central organization of the student body; the men and women are organized into separate groups which have some powers of control. The Boost Wittenberg Association, the men's organization, has for its purpose, "To encourage the attendance of desirable students at the college, and to aid any campus organization that tends to establish a bigger and better Wittenberg"; the Women's League states its purpose to be "to correlate and unify the interests of the women students, to promote a higher type of school spirit and to work in every way possible for a greater Wittenberg."

The following is a quotation taken from the Carthage College catalogue:

> the student body is organized with a Student Council which functions in matters pertaining to elections, mass meetings, and campus morale. An effort is made to cause the students to be conscious of their responsibilities in developing a healthy, wholesome, positive and constructive atmosphere.

This comment comes from the Newberry College catalogue:

> The center of Newberry's system is the student. It believes that he is organically a part of the institution. A college is not a monarchy, but a democracy, where the function of government is the business of all. While the faculty acts as arbiter in all matters pertaining to the conduct of the school, it will do so on the basis of principles that the majority of the best students at any time can approve. An important step in the direction

of coöperative government at Newberry is the existence of a Student Council elected by the student body.

This wide variety of purposes shows with what point of view and with what varying degrees of emphasis the different phases of government are regarded. The statements are general and lack any specific point of approach for the student. New students do not know how "to promote the general welfare" or "to take potent and actual measures toward the evaluation of the moral attitudes" or "to develop college morale." They need something more definite and tangible. Too many of the purposes have as their chief concern the matter of discipline and are stated in negative rather than positive terms. Many conceal the strong hand of authority which exists behind them; the students in the reading of these purposes are led to think that they have the power to control matters of college conduct which are actually under the direct authority of the faculty and administration. Because purposes are so vaguely stated, they carry no meaning to the students and are disregarded by them. The purpose is not the phase of the governmental policy which he hears discussed; it is lost in the dispute over some ruling on cheating. The president of one of the smaller student bodies frankly said that he did not know what the purpose of the organization was but he thought it was to create college spirit and to bring the men closer together.

Purposes should be formulated in such a way as to apply to the specific college and the specific grants of power delegated by the administration. In cases where the students and faculty have a better understanding of their relation to each other the aims are more definite, for instance at Susquehanna. The following sentence taken from a college handbook shows a careful and detailed statement of the aims of that government association:

> The purpose of this Association shall be to encourage active coöperation in the work of self-government; to uphold the highest standards of honor and integrity in all matters of personal conduct; to strengthen cordial relations between faculty and students; to enact and enforce laws according to the Grant of Powers; to provide for the formation of an official body to give adequate and effective expression to the opinion of the student body in matters of general college interest.[1]

When this purpose is read, an idea of the nature of the organization is gained. It tells the reader what the organization attempts

[1] *Customs and Regulations,* Smith College, 1927–28, p. 20.

to do. Each one of its aims suggests to the students ways in which they can coöperate. It shows a definite relationship between the powers of the students and those of the faculty. It provides for the expression of the opinion of the student body. Students are given a grant of powers by the administration and on these they can "enact and enforce laws."

Except at Gettysburg and Wittenberg, each student automatically becomes a member of the Government Association upon the completion of his registration. All men at Gettysburg automatically become members but the women are not included in the governing groups of the college. They have formed a Dormitory League which is principally concerned with discipline in the halls. The Wittenberg Women's League is composed of all the women, but the Boost Wittenberg Club is composed of representatives from the fraternities, alumni, faculty, non-fraternity men, and all other organizations. In this way all men on the campus have a voice in saying what man will represent them in Boost "W" but membership in the club is not open to all.

The organization of the various student government associations is not uniform. Each has worked out its own form in an attempt to solve its particular problems. All of these associations except Roanoke have been organized in the past seven years. The group at Roanoke began its organization in 1902. At Muhlenberg and Carthage the plan was initiated by the faculty and at Roanoke and Susquehanna by students. Wittenberg, Lenoir Rhyne, Newberry, Thiel, Midland, and Wagner did not reply to this question on the blanks sent them. There is an even wider variation in the replies to the question, "By whom was the actual plan formulated?" At Carthage the plan was formulated by the president, at Muhlenberg and Newberry by the faculty, at Midland by the students. In every college except Midland the adoption was approved by both faculty and students. In the one exception, only the students voted upon its acceptance.

The expenses of the student government associations are paid by three means: assessments, fees, and sales. Roanoke has a fee of $7.00 and Wagner a fee of $2.50. These amounts are paid at registration as a part of the regular college fee but are turned over to the student government associations. The returns from the other colleges showed lack of agreement about the collecting of money for student government expenses. An inconsistency of

statements on the questionnaire returned by Susquehanna made it impossible to tell whether a fee of fifty cents was charged or whether expenses of the organization were met through sales and assessments.

The lack of agreement between the replies of the deans of men and the deans of women is shown in Table 230, which also shows the lack of agreement between what these faculty members think the organizations are doing and what the students feel that they have the right to do. The returns of twelve colleges were usable. The "1" mark indicates that the dean of men thinks that the students have the grant of power to control this phase of student life; the minus sign gives the response of the deans of women; and the zero mark shows what powers the students themselves think they have. At a glance it will be seen that there is little agreement in the power that these three groups believe lies in the hands of the students. The two deans differ as to this power except in the matter of upholding the honor system and in dealing with disciplinary cases. Blanks returned by the deans of Thiel agree in their answers except that the dean of men gave only "partial" power to the students for the supervision of chapel and "ordinarily" the students acted on matters of discipline. The blanks from Susquehanna gave evidence of being filled out by the same person, possibly a secretary, but the information is different on each questionnaire.

The most striking result from these returns is that there is so little understanding between the deans themselves, and between the deans and the students, about the phases of the college life over which the students have the power to act. If this understanding is as uncertain in practice as these replies would indicate, there is little wonder that the students and faculty are clashing over their different rights. Some of this difference of opinion may be explained by the fact that student government associations have not long been established and are still in the process of being developed. At Roanoke where the system has been in use longer, the workings between the faculty and students are on a better basis. The president of the College has given the students the privilege of developing the school life largely as they choose, with the result that the students are very coöperative in carrying out measures which he suggests. He reserves the right of suspension and expulsion, but the students may recommend such action.

TABLE 230

THE POWERS OF STUDENTS IN THE GOVERNING ASSOCIATIONS

POWERS DELEGATED TO STUDENTS	CARTHAGE	GETTYSBURG	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MUHLENBERG	ROANOKE	WAGNER	WATERLOO
Unification of social program		1*					1 — o	o		o		
Development of honor system	o	1 o	1 — o	1 — o	—	— o	1 — o	o		1 o	o	
Handling of safety provisions			—		1	—	o				1	
Promotion of student participation	—	1 o	1 o	1 o	1		1 —	1 o	1	1 o	1	
Regulation of students' conduct	—	o	1 — o	1 — o	1 — o	1 — o	1 — o		o	o	o	o
Handling of chaperonage			—		1	— o				o		
Supervision of church attendance		o	— o	—	1 — o	—						
Supervision of chapel attendance		o			1	—	—					
Handling of club funds			1		1	—	—	1			1	
Regulation of student absences					1				1			
Publishing handbook	— o	o	1 o	o	1 o	—	1 — o	1 o		1 o	1 o	
Handling of disciplinary cases		1	1 — o	—	1 — o	1 — o	—		o	1 o		
Controlling dormitories and fraternities	o	o	1 — o	—	1 o	1 — o		1 o		o	o	
Supervising underclass athletic activities	o	1 o	o	o				o	o			
Enforcement of customs		1 o		o		o		o	o	o		
Boosting all betterment programs		1 o	o		o			o			1 o	
Routing affairs of student government	o	1 o							o	o	o	o
Distributing student chest funds		1		1 o				o				
Introducing proposals to student body			o									

* 1 indicates the replies by the deans of men.
— indicates the replies by the deans of women.
o indicates the responses of the students in the interviews.

If a spirit of coöperation and good will cannot be developed between faculty and students, and this supplemented by a practicable understanding of the delegated duties, a smooth working system of government cannot be expected. It is impossible to expect that the duties of the students in respect to all matters of college control will be thoroughly understood at all times. New situations which demand additional power or a change of power are constantly arising. No college catalogue or handbook can or should ever contain rules which are applicable to every detailed situation, but somewhere in the college publication governing principles should be stated which will direct the students in their actions. It is only through the interpretation of college rules and principles that students learn the larger considerations and habits of becoming good citizens of the state.

The replies to the blank show an interesting, though not a surprising, correlation of opinion. The deans and the students agree that the chief thing over which the students have control is the matter of discipline, whether it deals with an infringement of the honor system or with the breaking of some college rule. In other words, the government associations on the different campuses are regarded by students and faculty as disciplinary bodies. At least this is the chief power which all understand to be placed in the hand of the undergraduates. Even in the exercise of this power they try only minor offenses. One is almost safe in saying that cheating in classes, smoking, drinking, and severe cases of breaking dormitory rules or other college regulations in the Lutheran colleges are eventually carried to the deans, to a faculty committee on discipline, or to the president of the institution. A notable exception to this is found at Roanoke where the students act on all matters of discipline except suspension and expulsion. For these two offenses they may make recommendations to the president, who is known by the students to be willing to act upon the suggestions of the Student Council. Although this attitude of trust and confidence in the students might not work so well on every campus, it is a means of hearty coöperation and good will in this particular college. Here as in no other college there seems to be a definite understanding between the president and the students. Government to them is more than a disciplinary matter; it is creative and forward-looking in its policies.

Whether student government organizations do or do not exist,

phases of the work which they might be expected to perform are in many of the colleges developed in other ways. The Christian Associations publish the handbook, do community work, and hold discussion groups on student problems; class organizations are responsible for beautifying the campus or the perpetuation of college traditions; literary societies and music organizations bring outside talent to the college for the benefit of the students. Thus, other clubs may initiate the constructive and new policies on the campus and consider the government associations as disciplinary agencies.

Regardless of this tendency to think of the regulation of conduct as the chief function of the student government associations, they were originally organized in most cases with not one but three functions, and with legislative, executive, and judicial boards. These departments as they are now functioning have little relationship with each other. The legislative is disregarded or does not function in a constructive way. Discussions are held but they do not result in any new policy formation. The executive council is kept busy enforcing rules, and the judiciary is busy in the creation of the honor system and in its enforcement. Under these departments are many standing committees, such as, the nomination, the point or student activity, the sophomore committee for the enforcement of freshman rules, the social committee and so on. Too often one of these departments, particularly the judicial, receives an undue amount of the students' attention. To avoid this overemphasis of the disciplinary phase of student government, some associations have been formed without this department, introducing it two or three years later after the constructive policy of the organization has been established.

The administering of discipline has never been a pleasant task. Faculty members have long wished to be relieved of that particular responsibility. Deans do not like to be thought of as disciplinarians, and find that the scope of their work is limited because this distasteful duty of college administration has been placed in their offices. Many deans will say that this is the most disagreeable part of their task. Possibly deans and faculty members, with the thought of escaping the giving of punishment to students, have been delighted with the idea that the students themselves would assume the responsibility. Students, on the other hand, have sensed that it is this freedom which the faculty enjoy

and not the fact that the students are learning to govern themselves in a democratic community. Where this attitude arises in the minds of the students, there is a tendency for them to run the government of the college in a haughty and aggressive manner. They say, as the students of the University of Wisconsin did recently, that they are tired of the responsibility of governing themselves and want to go back under faculty control. With the discipline out of their hands, they are on their honor no longer and are free to do whatever they can to get by. Similarly, members of the faculty boast that they had predicted failure for student government and now "anyone can see what has happened." In such cases, both students and faculty have failed to recognize the big principles of community and social life.

This introduces the questions concerning a democratic government on the college campus. Is such government desirable? How can it be attained? Will the faculty always want to dominate, and will the students continue to force themselves into the control of college policies about which they have little judgment? If students are given an inch, will they take a mile? These are some of the problems which are coming to everyone who is trying to find some solution for this student-faculty relation in the government of a college.

Presidents and older members of the faculty think that the undergraduates are attempting to change the college into an institution entirely different from the one intended in the original purpose. This desire may be the result of students' thinking that the institution is old fashioned. "All other colleges allow dancing on the campus," says a student from Wittenberg, "and why can't ours?" Other objections are made to compulsory chapel and church attendance, to fogyism, and to mid-Victorianism. Students want to be new, to be "on the map," and to have this recognition they are willing to pay a high price. Generally they are not told that the college was established on certain principles and beliefs and that no president can change them at his will. In their enthusiasm for self-expression and their impatience for immediate change, they fail to realize that they desire forms of control about which they have insufficient knowledge and experience.

Faculty and students fail to come together in a working relationship. The faculty must control and the students will not be

bossed. Although democracy may be taught in the institution, there is too little attention given to training in it. Students cannot be expected to assume leadership without an apprenticeship. They must grow to be leaders; they cannot be told how leaders are made. A sudden change from a follower to a leader is quite likely to prove disastrous to the cause. Dr. Kilpatrick shows the bad effect which may come from this shift, in the following:

> Authoritarianism is not to be confused with authority. Possibly the contrast between external authority and internal authority will make the difference clear. Proper authority is that rule or program to which intelligence gives assent when it views the situation "as it is", without prejudice. Such authority is inherent in the working of the process itself and, being seen as such becomes "internal", accepted by the self as one's own. Authoritarianism is the practice of yielding submission to traditional authority, unquestioning acceptance of authority which claims submisson to itself but gives no reason therefor other than its own assertion. Such authority when so exercised is alien, "external", to the self upon whom it is imposed.[2]

Possibly the greatest difficulty in the functioning of student government is that the shift is "only from external authority" and not to a "basis of internal authority." A great amount of education and guidance is necessary to go from one to the other. In cases where the change has been without this education, both faculty and students look upon student government and say, "It can't be done. It won't work."

The faculty, the students, and the administration must work together. If a college is to be a democracy and not an institution with a few Platonic leaders, there can be no line of demarcation separating leader from follower. Some who lead in one thing must follow in another. The classroom is the sphere of the professor, and extra-curricular activities are the sphere of the student. As the teacher must have the coöperation of the students if his work is to be successful, so the students must have the loyal support and sympathetic consideration of the faculty if their attempts are to succeed. Students will make mistakes because they are learning new processes, but their useless and misdirected efforts should be seen in a new light. They will be a means to an end and not an end in themselves. Through this sometimes erring participation, students learn to progress with a larger group in more common interests. They are actually playing a part in a democratic organization; they are becoming units of a society.

[2] Kilpatrick, W. H., *Education for a Changing Civilization*, p. 29. Macmillan Co., New York City, 1926.

In a democratic organization of student government, neither faculty nor students can be left out of the scheme. All who help to form the college must participate if the greatest good is to be developed and shared. Student government has never been and can never be pure student government. Government in the college becomes coöperative government, community government, or the ——— College government. Each one gives and each one shares; each one leads and each one is led; each one governs and each one is governed.

Miss Thyrsa Amos, Dean of Women of the University of Pittsburgh, has given a challenging creed of government for colleges which claim to be democratic:

1. I believe that a college is a democratic community with three classes of citizens—administrators, faculty, and students—whose interests are mutual and inseparable.
2. I believe that the name of the government should embody the democratic ideal.
3. I believe that the government machinery of a democratic community should be set in motion by the combined effort of all classes to insure the richest community living.
4. I believe that the faculty and students should know the value of mutual counseling together in the practice of government as well as in formal studies.[8]

According to Dean Amos, the purpose of this democratic organization:

shall be to prove our belief that men exist each for the other; to show how participation by all classes in a common project promotes the general welfare; to train students in the fundamental theories and practices of government by giving them the responsibility for the performances of government and by entrusting to the faculty advisory duties; to inspire devotion to the social ideals and scholastic standards already established in ——— College and to create a desire to enrich them.

This sounds a new note in the purposes of student government associations. It is forward-looking, creative, educational. No mention is made of discipline. Its aim is to promote, to train, and to inspire. There is no class ruling or dominating another. All those concerned are working for the general welfare of the group and the promotion of the mutual development of those problems already begun. Perhaps this purpose is general, but it is sufficiently suggestive to allow any campus to initiate a more definite and unique aim for its own organization.

[8] Amos, Thyrsa W., "Student Government," *National Education Association Proceedings*, Vol. 63, p. 446.

Under this plan all those connected with the college become members of this governing association representing a community. To be a member of a campus group means to be a citizen of the community. Everything which is done in the name of the college has its influence upon each member of the community.

A system of government based upon this principle of community representation is in use at Mount Holyoke. A diagram of this plan is presented in Chart 59.[4] It has its three departments—executive, legislative, and judicial—each responsible directly to the president and the dean. Each department has on its staff of officers both faculty and students who work together on matters of law making and law enforcement. On all the boards and committees, except the Conference Committee, the chairmen are selected from the student body. While the students hold the offices of major importance, the faculty is represented on each committee either by election or by appointment by the president. A very commendable point in the matter of the election is that defeated candidates for a major office become the chairmen of lesser boards or committees. This method not only eliminates a tendency toward hard feeling which may come to defeated candidates but also allows the college to have the services of good students who have been selected by the Nominating Committee as capable of filling the major offices. Because of defeat in the major office election, surely this good material should not go unused. Under the officers of the Executive Department is the Board of Public Welfare, which is composed of a number of committees whose special duty it is to look after the welfare of various phases of student life. The college is a community with its well-being looked after by the citizens.

Two other plans for the organization of college government are presented. In coeducational colleges the control of the students may be based upon a community plan with all students working together as in Chart 60,[5] or there may be a central organization of the men and women; but the detailed working out of the plan is so divided that the men are largely responsible for their organizations and the women for theirs, as shown in Chart 61.[5] This latter type of government is used to some extent by

[4] Recognition is given to Miss Anne Noble, Chairman of Community Government Association, Mount Holyoke, for suggestions and corrections on this chart.

[5] Charts 60 and 61 were presented for this study by members of the class in Education 238 M, Teachers College, Columbia University, through the courtesy of Professor Sarah M. Sturtevant.

CHART 59

ORGANIZATION OF STUDENT GOVERNMENT IN A SMALL LIBERAL ARTS COLLEGE—MOUNT HOLYOKE COLLEGE COMMUNITY

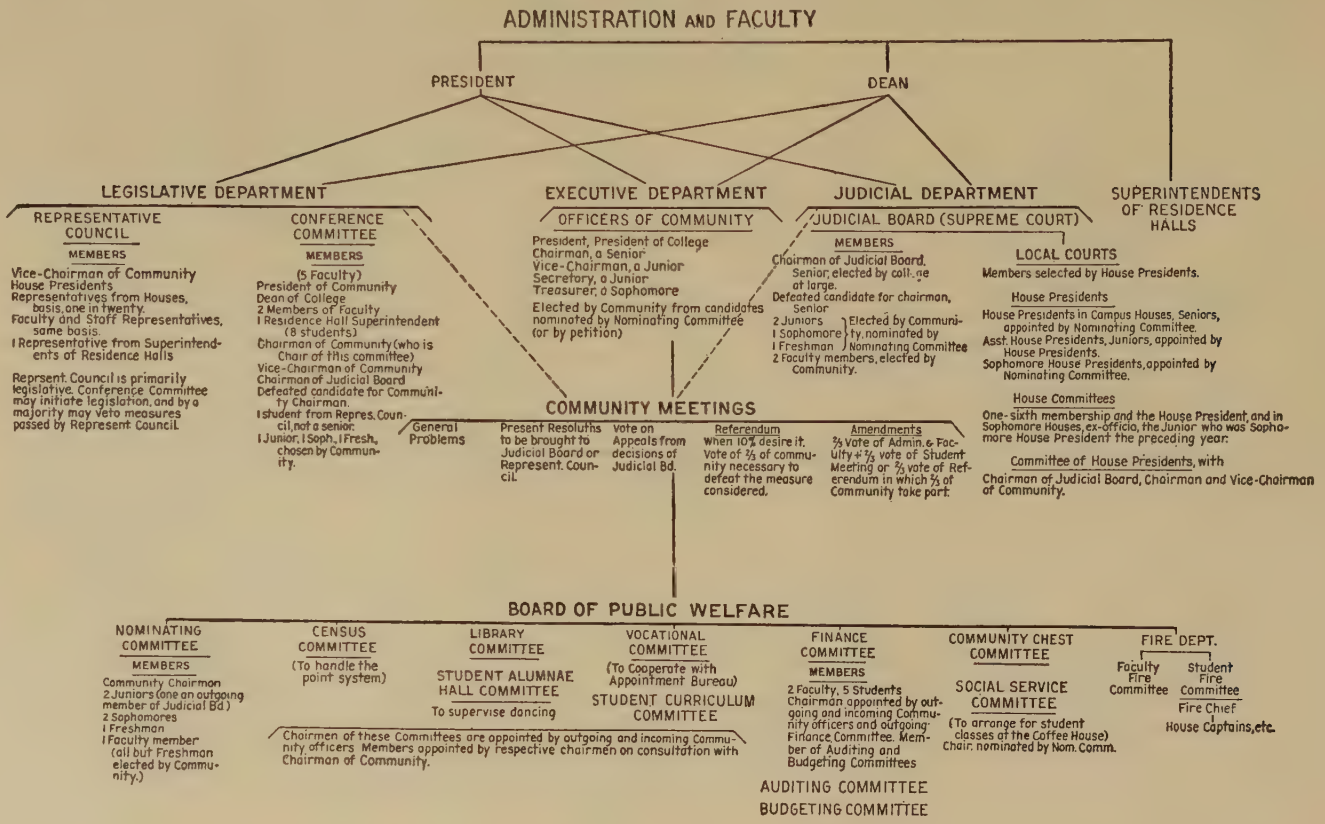
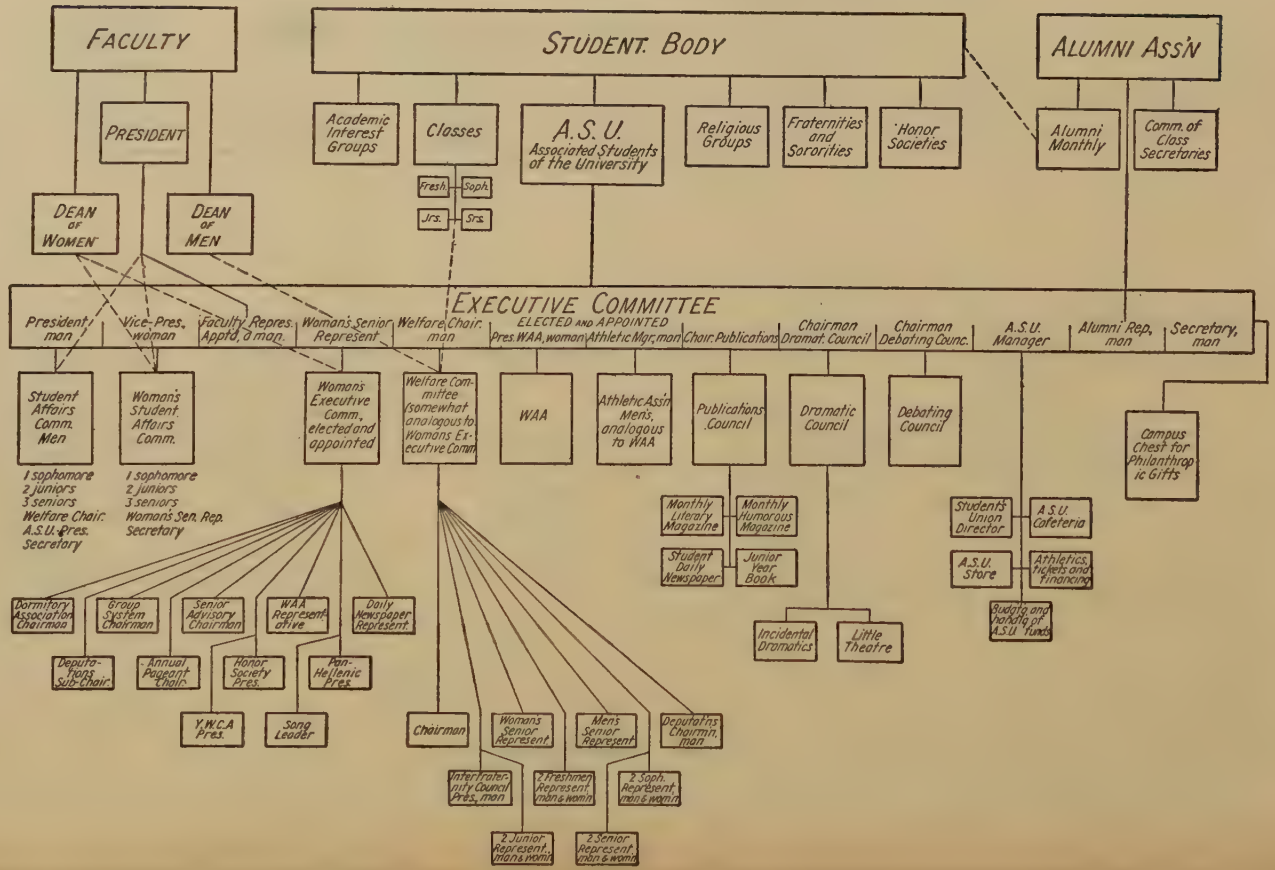

ADMINISTRATION AND FACULTY
PRESIDENT
DEAN
LEGISLATIVE DEPARTMENT
REPRESENTATIVE COUNCIL
MEMBERS
Vice-Chairman of Community
House Presidents
Representatives from Houses, basis, one in twenty.
Faculty and Staff Representatives, same basis.
1 Representative from Superintendents of Residence Halls
Represent. Council is primarily legislative. Conference Committee may initiate legislation, and by a majority may Veto measures passed by Represent Council.
CONFERENCE COMMITTEE
MEMBERS
(5 Faculty)
President of Community
Dean of College
2 Members of Faculty
1 Residence Hall Superintendent
(3 students)
Chairman of Community (who is Chair of this committee)
Vice-Chairman of Community
Chairman of Judicial Board
Defeated candidate for Community Chairman.
1 student from Repres. Council, not a senior.
1 Junior, 1 Soph., 1 Fresh., chosen by Community.
EXECUTIVE DEPARTMENT
OFFICERS OF COMMUNITY
President, President of College
Chairman, a Senior
Vice-Chairman, a Junior
Secretary, a Junior
Treasurer, a Sophomore
Elected by Community from candidates nominated by Nominating Committee (or by petition)
JUDICIAL DEPARTMENT
JUDICIAL BOARD (SUPREME COURT)
MEMBERS
Chairman of Judicial Board, Senior, elected by college at large.
Defeated candidate for chairman, Senior
2 Juniors
1 Sophomore
1 Freshman
Elected by Community, nominated by Nominating Committee
2 Faculty members, elected by Community.
LOCAL COURTS
Members selected by House Presidents.
House Presidents
House Presidents in Campus Houses, Seniors, appointed by Nominating Committee.
Asst. House Presidents, Juniors, appointed by House Presidents.
Sophomore House Presidents, appointed by Nominating Committee.
House Committees
One-sixth membership and the House President, and in Sophomore Houses, ex-officio, the Junior who was Sophomore House President the preceding year.
Committee of House Presidents, with
Chairman of Judicial Board, Chairman and Vice-Chairman of Community.
SUPERINTENDENTS OF RESIDENCE HALLS
COMMUNITY MEETINGS
General Problems
Present Resoluths to be brought to Judicial Board or Represent. Council
Vote on Appeals from decisions of Judicial Bd.
Referendum
when 10% desire it. Vote of ⅔ of community necessary to defeat the measure considered.
Amendments
⅔ Vote of Admin. & Faculty + ⅔ vote of Student Meeting or ⅔ vote of Referendum in which ⅔ of Community take part
BOARD OF PUBLIC WELFARE
NOMINATING COMMITTEE
MEMBERS
Community Chairman
2 Juniors (one an outgoing member of Judicial Bd.)
2 Sophomores
1 Freshman
1 Faculty member (all but Freshman elected by Community.)
CENSUS COMMITTEE
(To handle the point system)
LIBRARY COMMITTEE
STUDENT ALUMNAE HALL COMMITTEE
To supervise dancing
VOCATIONAL COMMITTEE
(To Cooperate with Appointment Bureau)
STUDENT CURRICULUM COMMITTEE
Chairmen of these Committees are appointed by outgoing and incoming Community officers Members appointed by respective chairmen on consultation with Chairman of Community.
FINANCE COMMITTEE
MEMBERS
2 Faculty, 5 Students
Chairman appointed by outgoing and incoming Community officers and outgoing Finance Committee. Member of Auditing and Budgeting Committees
AUDITING COMMITTEE
BUDGETING COMMITTEE
COMMUNITY CHEST COMMITTEE
SOCIAL SERVICE COMMITTEE
(To arrange for student classes at the Coffee House)
Chair. nominated by Nom. Comm.
FIRE DEPT.
Faculty Fire Committee
Student Fire Committee
Fire Chief
House Captains, etc.

CHART 60

Organization of Student Government in a Large State University



Wittenberg and Susquehanna, but they lack the central organization which is essential for unity in the control of campus life.

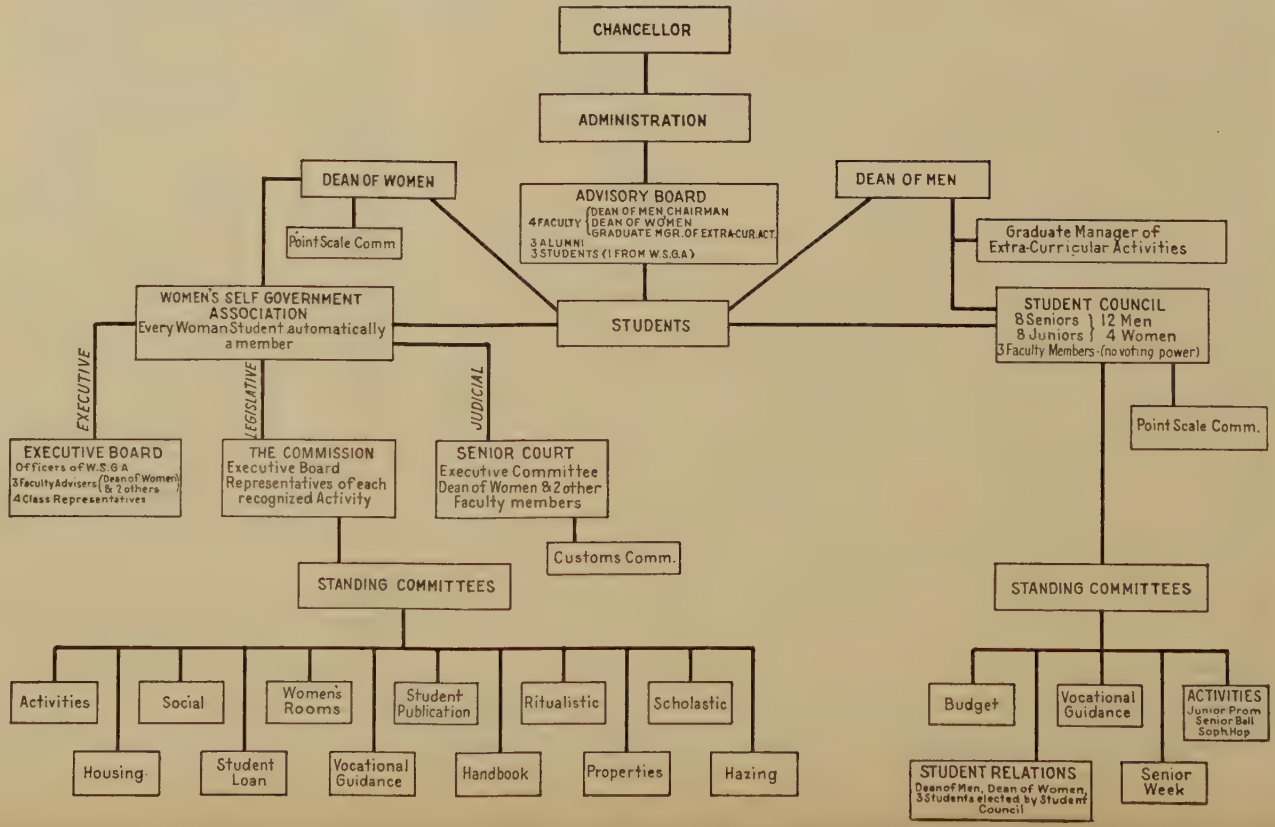
The plan shown in Chart 60 is in practice in a large western university. When a revision of the governmental policies was necessary because of the increase in the size of the student body and scope of student activities, a year was spent in building up a scheme to include all organizations in a unified plan. Students, faculty, and alumni are represented on the Executive Committee, which is a policy-making group. There is an equal number of men and women on the committee. The president is selected from the men and the vice-president from the women. Each member of the Council becomes chairman of some organization under its jurisdiction. It will be noticed that little attention is given to the judicial department of the organization. Major cases of discipline are handled by the administration and minor ones are handled in an inconspicuous manner under the supervision of the Council. The Council has charge of the Student Chest Campaign and through its supervision all treasurers' books are checked by the university auditor. This is the plan of one of the largest and most systematic organizations in the country.

Chart 61 shows the organization of a smaller eastern university where the men and women work together under the direct supervision of the dean of men and the dean of women, with less attention given by other faculty members. By this form of government the women and men administer their respective policies and methods of control. There is little mixed representation in committees, and there are few common projects.

These plans of organization are not perfect, but they have been pronounced fairly successful where they are in operation. Doubtless they will be changed from time to time to meet the new and growing demands of the colleges. They cannot be accepted in their entirety as plans which can be put into use in the Lutheran colleges, but it is hoped that they will offer suggestions of ways to make the college government association more democratic and more representative. They show ways by which faculty and students can come together on a better working foundation. In these systems the students know more definitely the powers which they have the delegated right to exercise. Thus, instead of trying to usurp greater authority, they are more concerned with making the best use of the powers already given them.

CHART 61

Organization of Student Government Association in an Urban University



If the Lutheran colleges are to make use of the principle of democratic government, it would appear that all the college government systems as they are found existing on the campuses at present should go through a process of reorganization. Below are some general suggestions for the revision of the governmental policies. They must necessarily be tentative and general since the conditions under which the different colleges were founded and the purposes for which they operate vary. Some of the colleges are more directly under the control of the board of trustees than are others and must, therefore, regulate themselves accordingly.

1. There should be an understanding between administration and students of the delegated powers over which students have the right to enact and enforce laws.
2. The government association should be organized on the basis of a democratic society, which will mean the coöperation of faculty, administration, and the students. This new spirit should be shown in the title of the organization.
3. The formulation of aims and purposes which are meaningful to a particular campus organization should be undertaken. The purposes should recognize the unique aims of the college.
4. The initiation, formulation, and adoption of this new policy should be a coöperative process.
5. There should be three departments of government—executive, legislative, and judicial—with equal emphasis upon the executive and legislative, and somewhat less emphasis upon the judicial department.
6. There should be some general standing committees, such as the nominating and point system committees, which tend to unify and control the activities of all organizations.
7. The organization of extra-curricular activities should be conducive to the real purpose of the academic and social development.
8. It is important that the local college government association should be a part of the Intercollegiate Student Government Conference which is interested in promoting more effective student government associations.

Class Organizations.—Class organizations have been grouped under the more general heading, "Governing Bodies," because they

control some problems of government within themselves and have definite relationship to many problems of inter-class interest. These groups are the most inclusive of the entire student body. A regular student belongs to a class as automatically as he belongs to the college. Whether he is active is not considered; at least he is a member.

The purposes of class organization are about the same for all classes. These are the general ones:

1. To create and develop class spirit.
2. To form a social group.
3. To consider questions of importance to the respective classes.

In all the United Lutheran colleges each of the four classes is organized. The general practice is to elect officers soon after the opening of college in the fall, and these offices are held throughout the year. A president, a vice-president, a secretary, and a treasurer are chosen from the respective classes by their members. In all the colleges the freshman class is organized under the direction of the student body president. At Wittenberg, where there is no president of the student body, the freshman class has the president of the junior class for its temporary chairman. Frequently each class elects a class historian, prophet, and poet to give the class "write-up" in the college yearbook. As a rule there is little competition for class offices. Students do not think them desirable. Presidents often complain that they can get no interest from their classmates and that holding an office means that money must be solicited. An exception to this is found at Wagner where fraternities compete to get their men into these offices.

Class expenses are met by assessments and membership dues. At Wagner, Roanoke, and Waterloo there are no dues, but an assessment is made for each expenditure. Susquehanna, Thiel, Wittenberg, Gettysburg, Midland, Newberry, Carthage, Lenoir Rhyne, and Muhlenberg charge membership dues ranging from fifty cents in some classes to ten dollars in the junior class at Susquehanna. The average dues are from two dollars to three dollars. Susquehanna, Wittenberg, and Newberry will not permit students to graduate until these class dues are paid. In practically all the colleges the officers complained that the members of the class did not pay their dues without a great deal of urging,

and even then some of them would not pay. These dues do not cover collections from students for deficits on yearbooks or for class gifts to the college. For example, seniors at Wittenberg in 1926–27 were asked to pay sixteen dollars each for a debt on their annual which was published in their junior year at a great loss. No student could graduate until this was paid.

In every college, classes hold irregular meetings. The presidents usually ask for class meetings to follow chapel, for then they are assured that more of the students will be present. The meetings are very poorly attended. Different students said that their class had a great deal of class spirit when it started but that interest had grown less and less until in the senior year less than a third of the class was willing to help with any program. When students were questioned specifically about class organizations they said that there was little need of them after the freshman year until the close of the senior year. The freshmen, they felt, had to be organized into a unit in order to protect themselves against the sophomores, who in turn were organized to force the freshmen to obey college customs concerning "freshman rules." Class organization in the senior year is helpful in making plans for commencement.

Classes in the different colleges are supposed to have class advisers but no class reported that its adviser was active. Doubtless the advisers did not know that they were being held responsible for such activities. In one instance, the dean of women tried to attend all the class meetings when she knew they were being held. Some of the students reacted unfavorably to her presence and urged their officers to call the meetings for hours when she could not attend. It was reported that she wanted to tell them how to plan all their parties and banquets. She had not been selected by the classes as their adviser, and they resented her attempt to force herself into their group.

Thus the classes at the various colleges were managing their programs without aid, guidance, or supervision. Even at Susquehanna, Wittenberg, and Thiel, where dues of five to ten dollars were assessed, the books of the treasurer were never audited nor were checks made upon the expenditure of the money. Many of the students objected to this and said they were unwilling to pay their dues when they did not know how the money was spent. Because this criticism was growing so general, at Muhlenberg

the classes were appointing committees to audit their accounts or planning to have faculty advisers to supervise the spending of their money.

The activities in any one of the four classes are very similar in the different colleges. Certain traditions seem to have grown up about the things a particular class should do and these have been tried by all. The departure from the once common class contests, more properly called fights, is gradual. It is not unusual to find the unity of a college broken by an intense class spirit which is boisterous in its expression.

The freshman class in all the colleges has its first meeting to learn the college traditions as they apply to freshmen. These are explained by the president of the student body, the president of the junior class, or some member of the sophomore class. Early in the fall the freshmen have a contest with the sophomores to determine which is to rule. If the sophomores win the freshmen are required to wear their emblems much longer or some other punishment is meted out to them. In many of the colleges the sophomores impose very rigid rules about conduct and appearance. Some of the rules for freshmen as found in the handbooks of the Lutheran colleges are given:

1. From the opening of the scholastic year to commencement, each freshman shall wear a uniform black skull cap with a green button, approved by the Student Council; from Thanksgiving Day to April 1, a uniform black knitted cap with a green tuft, approved by the Student Council, may be substituted. Freshmen found not wearing the dink will wear a woman's hat for three days while on the campus, or submit to such other punishment as the Student Council may prescribe.
2. Freshmen shall wear plain light green neckties and plain black socks throughout the year. Any freshman omitting the green tie will wear a bib for three days while on the campus. Freshmen caught without black socks will wear barrel staves over their socks for three days while on the campus.
3. Freshmen shall not wear high school or preparatory pins, insignia, or rings throughout the year. Any freshman found wearing high or prep school insignia will wear a baby cap for three days while on the campus.
4. Freshmen are required to carry matches throughout the year. Those caught without matches will be required to wear the cover of a matchbox on their coat lapel.
5. Freshmen shall doff their caps when passing all members of the faculty and shall take the initiative in greeting all fellow-students cheerfully. Failure to observe this courtesy will be punished by asking the guilty

party to wear a cardboard tag bearing this legend: "I'm a freshman, respect me."

6. Ye who delight in strange colors, beware!
   Adorn thy scrawny neck and misshapen feet with tie and socks only of the deepest midnight hue. Awful the day for any Frosh who parades his pipestem legs in white trousers or dares to venture from his home without hat, tie, and coat or sweater.
7. Smoking is for men only; therefore, infants never be seen on our campus with any form of the weed protruding from thy pinkish lips. Anything but cigarettes is allowed off the campus or in the privacy of thine own room.

A few pages farther on in the same handbook from which the above quotations were taken occurs this sentence, "Let them say what they please, men are above kindergarten actions."

Such rules are enforced by a committee appointed by the Student Council at Susquehanna, Lenoir Rhyne, and Roanoke, but in the other collegs by a committee of sophomores. Hazing is forbidden on all campuses. Students who break the rules are exposed to the members of the student body for ridicule and jest.

In contrast to this treatment of freshmen, some of the colleges are approaching the freshman class with a different attitude. Good illustrations are to be found at Wittenberg and Roanoke. In these colleges an attempt is made by both faculty and students to bring the new students into the true atmosphere of the college as soon as possible. Freshman Week has been observed at both of these schools and at Gettysburg, and is reported to be a success. Many of the freshmen said that these introductory days and lectures had been a great help to them in adjusting themselves to college life. Instead of having Freshman Rules, these colleges have Tips to Freshmen. The impression to the entering student must be quite different.

1. Forget that you came from any particular preparatory school. You are a Roanoke student now.
2. Don't wear any preparatory or high school athletic insignia. Maybe you were a big man in a little school but now you are a little man in a big school.
3. Remember the college is judged by the conduct of its men. Roanoke men wherever they are always act as gentlemen. They are clean fellows.
4. Do things in the right proportion. Don't be a grind.
5. Don't waste your time by loafing. There is always something constructive that you can be doing.

Freshmen, it was reported on the campuses, have more class spirit than any other class. The coming together as new students and strangers gives them more common problems. Until recently it was necessary for them to league together to withstand the rules inflicted upon them by the upper class members. Many times they are expected to show their spirit by entertaining some of the other classes. On some of the campuses this action is reversed and the freshmen are entertained and treated as guests by the rest of the students. Formerly, other organizations, the Y's and the literary societies, felt the obligation of absorbing the new students into the life of the college. Members of the freshman class frequently come together among themselves in banquets, dances, and parties early in the college year.

As was mentioned above, the principal activity of the sophomore class is the enforcement of the freshmen rules. After two classes have been in conflict all year, the sophomores often get into the good favor of the freshmen by giving them a banquet. The only departure from this conventional program of activity was found at Wagner where the president of the sophomore class planned excursions into New York to the art galleries, museums, and botanical gardens. Theater parties and music groups went into the city on other occasions.

The big events which concern the juniors are the junior prom, the junior-senior banquet, and possibly a junior play and the publication of the yearbook. Where dancing is not allowed the juniors substitute some other form of entertainment for their own getting together.

As one senior said, about all the seniors do is to arrange for commencement. Even for this event, the presidents confessed that they had great trouble in getting enough of the class members to attend the meetings so that they could make plans. At Susquehanna, the seniors plan for a class day and picnic and a banquet. As a rule there is enough money left over from the publication of the annual to defray the class expenses. At Roanoke the seniors have a faculty burlesque night when members of the senior class "take off" the faculty members.

The general policy of the Lutheran college classes is to do away with rings and pins. Members of the class complained that they were too expensive and that they did not care for them after a year or two. The seniors at Lenoir Rhyne and Roanoke, how-

ever, desire class jewelry and pay sixteen dollars and twenty-four dollars, respectively, for their rings.

The senior classes at Carthage, Gettysburg, Lenoir Rhyne, Newberry, Thiel, Wittenberg, Muhlenberg, and Roanoke make a class gift to the college. The colleges not reporting such gifts are four: Wagner, Midland, Susquehanna, and Waterloo. In other years the seniors of Muhlenberg have left some memorial, but at the time of this investigation they were objecting to this custom. The college wishes them to subscribe, in amounts payable within five years, to the endowment fund. The class is opposing this, saying that the members who have pledged themselves in other years do not keep their pledges and that it is only a dishonest way of evading the request of the college. Memorials at the several colleges consist of the following: walks on the campus, equipment for the library, campus gateways, and at the present time pledges to the endowment funds which the colleges are trying to raise. The average cost of these memorials to the members of the senior class is about ten dollars. The memorials are selected by the seniors themselves either as a body or through a class committee.

At present the need and purpose of class organization is being re-interpreted. Some educators question the need of such organizations as a part of the student activities, or, they believe that they should have a purpose different from that which makes them primarily social. There is little information to show that students in the same class have more interests socially because of this academic grouping. More companionship may be found among the members of classes in special courses or groupings which are made because of more natural interests.

All members of a class, however, have similar experiences in so far as they are going through the same steps in their education. All freshmen have the same problem of becoming adjusted to the college and its customs, and all seniors have the common problems of arranging for commencement, organizing the class for alumni reunion, and choosing a vocation. More emphasis should be given to this phase of class organizations and less to the matter of creating a class spirit which is seldom based upon a sensible foundation and which often leads to the breaking down of an all-college spirit or unity. If classes would undertake more common projects, there would be opportunity for the creation of unity and class feeling without the bitter and disastrous after effects.

Classes are digressing from the old ways of expressing spirit. The freshmen can give their time to bigger and better projects than protecting themselves from the watchful sophomores. They are gradually being respected as soon as they enter the college and do not have to endure a whole year of initiation and embarrassment. In speaking of the changing customs which have come to the students of Princeton in the last quarter of a century, Mr. Camp writes:[6]

> Here, you can't doubt, is one cause of the disappearance of many of the customs we suffered and enjoyed, and which the rusty old water tower seemed to symbolize. The habit Sophomores had of splashing themselves with orange and black, of sporting monstrous head ornaments, of calling their clubs by blood curdling names, produced a clan spirit out of which emerged a fierce and artificial contempt for Freshmen. In this modern age the Sophomore goes about almost as respectably clothed as the Freshman, and scarcely more savage.
>
> And no longer is the spirit of a Class dug out of the dusty, bruising battle of the cannon rush. The torches don't glare in the quadrangle any more, nor do vivid human spokes revolve cumbersomely about the cannon, nor does the tribal chant of the new Class keep time for trampling feet as a fresh academic entity floods into the light, into the fight; as it were, into the heart of Princeton.
>
> The cane sprees have become an orderly function with the combat spirit confined to selected and trained warriors. If in the autumn game the freshman baseball team defeats the sophomore the night doesn't become for the helpless victors a sort of Saint Bartholomew's Eve.
>
> Decidedly customs fell with the water tower. You may have noticed this past June the lack of numerals about the countryside. Washington's Birthday, it follows, has ceased to be a period of breathless, nocturnal forays and sharp encounters. Even hazing as we had as Freshmen has gone with the cannon rush and the painting. There is no horsing as we knew it. To be sure Freshmen wear microscopic caps, but otherwise they face the world with beaming countenance.
>
> . . . Rushing, hazing, horsing, promiscuous numeral paintings weren't discarded so much because they were risky for the body as because they were perilous for the thinking mind which Princeton endeavors to give its children to go out and be useful with.
>
> Since in one revolution the germs of others develop, it is possible to trace from the extinction of colorful but distracting customs, and the inception of a new educational scheme, a change in extra-curricular activities. In 1902 the rollicking Triangle Club was our only dramatic organization. Now the serious Theater Intime keeps apace with it. We had the dashing trip-taking musical clubs. The present undergraduate has an orchestra devoted to the playing of thoughtful music. And from this concern with

[6] Camp, Charles Wadsworth, "Princeton in the Quarter Century," *Princeton Alumni Weekly*, Vol. XXVIII, No. 15, January 27, 1928, p. 430.

worthwhile matters, this need of the undergraduate's striving at least to think for himself, has grown a hunger for student responsibility, a thirst for a share in the control of student destinies. This autumn the Senior Council was succeeded by a Student Council, drawn from all four Classes, so that even the Freshmen are not dumb.

To plan and work out such a constructive policy, classes need the advice and guidance which result from a closer contact with faculty members. The classes of the Lutheran colleges will do well to consider this question. They may find it wise to elect a faculty adviser to consult with them on class projects. Undergraduate groups, such as the one at Dartmouth, have made great contributions in the study of college curricula problems from the point of view of the students. This plan may be too ambitious for a class program, but it is suggestive of vital problems which need investigation. Every class, in any institution, can find the sympathetic guidance of interested faculty advisers to be very helpful in locating these problems for investigation.

Another great need in the class organizations of the Lutheran colleges is the use of more business-like principles in its transactions. Students pay their dues into the class treasury, but they have no knowledge of how the money is spent. They object to spending their money for they know not what. If no central accounting system is used by the college each class should provide some means of giving an accurate report of all money received and spent during the year. This phase of accurate accounting is particularly important for the junior and senior classes because large sums are spent on the annuals and college memorials.

A principle which is not in keeping with the fair dealing of a college is the requirement of the payment of class fees before graduation. If dues are of such importance, they should be included as a part of the college expense. In this way the student would know that he was expected to pay such bills if he became a member of the student body of a particular college. Any student, it appears, has a right to rebel against the payment of a college bill which is imposed upon him after he is admitted and about which he knows nothing. This demand holds true in many of the colleges in regard to the senior memorial as well as the class dues. Students on some of the campuses resented this hold-up method of supporting class banquets or presenting gifts to the college. Possibly the college administration is not alto-

gether guiltless in expecting its graduates to support even the endowment fund by this bleeding method. A more honorable principle should be found to secure college support from the graduates. If seniors are to pay a certain fee for a memorial, they should be informed beforehand so that they can consider it a part of their graduation expense.

In summarizing the suggestions for the reorganization of college classes the following recommendations are given:

1. More attention should be given to the orientation of the freshmen class by the three older classes.
2. Less attention should be given to class combats and more concern should be shown for constructive class programs.
3. The coöperation of the students and the faculty in class projects and undertakings should be sought.
4. Special class problems should be studied.
5. Compulsory dues should be eliminated. Giving should be voluntary and should not be forced on students by the administration.
6. Class accounts should be audited.
7. The creation of a better class spirit through a greater college loyalty should be attempted.
8. The supplanting of childish and barbarous class traditions with cordial and wholesome interclass activity is desirable.
9. The recognition and control of campus politics in class elections should be undertaken.

Departmental Clubs

In this discussion of departmental clubs those organizations are considered which are the outgrowth or the extension of the departmental work. In some cases, as in literary societies, college bands, and student publications, the relationship existing between these activities and any department may be very slight. They group themselves, however, under one general head because of the nature of their programs. It was mentioned earlier in this study that all clubs which were organized with a verbal or written constitution and which received campus recognition would be considered as a part of the student activity program. This applies to departmental clubs which may be receiving academic credit for their activities. The majority of the colleges do not give academic credit for participation in club work. Thiel, Lenoir Rhyne, and

Muhlenberg make an exception to this rule by granting credit for work done in some clubs. Thiel gives two hours of credit for participation in debate; Lenoir Rhyne, four hours of credit for work in dramatics and debating and oratory; and Muhlenberg gives one or two hours in debating, glee club, and band. Wittenberg does not give credit for work in these departmental clubs unless the students are enrolled for regular courses offered in the curriculum. No instance was found where credit was allowed for student work on the campus publications. Departmental clubs which are honorary will be discussed under a separate section.

Departmental clubs are grouped into seven large, general divisions for this study: (1) English and literary which include the Writer's Club, journalism, debating and oratory, dramatics, press, literary societies, student publications, etc.; (2) foreign language, including French, Spanish, German, Latin, and Greek; (3) Mathematics; (4) science, including biology, physics and radio, chemistry, botany, etc.; (5) social science with sociology, history, political science; (6) music; and (7) home economics. This grouping does not include all the organizations which could be listed in any of the above departments, but it is suggestive of the scheme used in this study.

Within the limits of these twelve colleges, 164 different extracurricular organizations are actively functioning. Of this number, 40 are departmental clubs as defined above. Of the remaining 124, a large majority follow lines not related to the work of the curriculum and are largely social. Of the entire 418 clubs found in these colleges, 159 are devoted to what is called departmental work. With the exception of publications, musical organizations, and literary societies, more dramatic clubs are found in these colleges than any other single kind of departmental organization.

The purposes of the founding of departmental clubs are generally the same in all the colleges, although some clubs may emphasize one phase of their activity more than the others. The ones commonly stated are:

1. To supplement and continue classroom discussion.
2. To create and foster interest in the special fields of knowledge. In some of the colleges this is done not only for the students with a special interest in certain fields, but also for those who have not acquired any liking for the work. It is

particularly true of some musical clubs which are trying to create in all students a general interest in the field of music.

3. To afford social opportunities for students with common interests.
4. To give amateurs specialized training so that they will be able to represent the college in some public performance.
5. To compete with clubs in other departments for college and student recognition.

Departmental clubs are organized, as a rule, under the direction of the major professor of the department or by one of his staff members who is liked by the students and who desires more social contacts with them. Formerly clubs grew up around the personality of a professor much more than they do at present. To-day they are inclined to be the outgrowth of student interest which has been aroused in class but which takes the students into a different field of study. An illustration of this is always to be found in the English department. Students in a poetry class may form a group, not primarily to study poetry, but to write it. In such cases the club may originate without the knowledge of the English professor. It is assuming too much to think that professors and instructors are aware of all the clubs that spring up with some slight relation to the different departments.

Departmental clubs are organized in one of two ways. First, the club may be little interested in the form of organization and may want to give its principal attention to some further work or study. Where such an organization exists, there is only a chairman or manager elected by the members to look after the necessary matters of business. This plan is not generally accepted; it is found more often in debating and oratory groups or music groups which are primarily concerned in working out a program for public performance. In such instances there is little social life except that which comes from the working of a number of people on the same problem. The second plan of organization consists in each club having a president, a vice-president, a secretary, and a treasurer, or one officer performing the last two functions. These officers are elected from the group and hold office during the year. The importance of the positions varies from one of the minor officers of a small club to the editor-in-chief of the college weekly and the business manager of the dramatic club.

There is no standard by which departmental clubs are guided in the selection of their members. Ordinarily the students who are majoring or minoring in a department are eligible. In addition to this requirement some clubs demand that a student have an average of at least C in his academic work in the department. In one instance, the German Club at Wagner, the students are required to have a scholarship ranking of A, but objections were raised to this ruling. The president of the club summarized the feelings of the students by saying that A students were not interested in the club and had no time to attend the meetings, and that the club would soon die if other students with lower scholarship were not included. In debating and dramatic clubs members often try out for membership. Still another method of selecting members is the opening of the doors of the club to any student who is interested in its work and program. The most extreme cases are to be found in compulsory membership in literary societies.

The meetings held by departmental clubs range from two a week to one a month. They are often held at the home of the faculty adviser or sponsor, in the social rooms of a dormitory, in classrooms, or in the homes of members of the club. None of the Lutheran colleges have adequate social rooms for the meeting of such groups. The programs differ so widely in the different departments that they will be discussed in relation to each organization.

In clubs which have a loose organization with only one officer, a chairman, the custom seems to be that no fee is charged. In the other more regularly organized groups dues of twenty-five cents to two dollars are collected from each member. This money is spent for refreshments served at the meetings, for literature or music to be used by the clubs, and for books on a particular subject to be presented to the library. What has been said of the class organizations and student government associations with regard to the auditing of books or the supervision of the spending of money is also true of the departmental groups. If a professor has close contact with a group, it is quite likely that he will know the larger items of expense, but he will have no way of checking the accounts unless he is requested to do it. Possibly it is demanding too much of any professor to be the bookkeeper for his departmental club, but it does not relieve him as an adviser of

the responsibility of seeing that the students consider this aspect of their business. In colleges where there is some uniform method for keeping expense accounts and auditing books this matter will be cared for without the attention of the adviser.

Departmental clubs, more often than the purely social or the religious groups, have faculty advisers. This is undoubtedly the result of the departmental club being organized more directly under the supervision of some member of the teaching staff. When it is sponsored by him and organized through his request, he is usually asked to become the faculty adviser. If he has been responsible for the growth of the club, he will in most cases continue his interest and will have a tendency to wish to dominate the members and have their activity follow the path of his own interest. If the club is formulated through the initiative of a student or students, the faculty member may, through courtesy, be asked to become the adviser. Neither he nor the club expects that he will attend the meetings and he is not consulted about the plan for its programs. An earlier chapter has pointed out the principal tendencies in the advising of the clubs by faculty members.

English.—In placing a varied group of organizations under the head of this department, it is recognized that there is a wide diversity in their aims and purposes. Probably the best justification for the arrangement is the fact that these various clubs come to the department of English for the advice and help of the teaching staff. This organization of material would not serve colleges which present a wider offering of work in different fields. For instance, debating might be included under the department of public speaking; publications would come in the school of journalism; and literary societies might be treated as organizations unique within themselves and not listed under any departmental grouping. In the Lutheran colleges, however, it seemed wise to bring all clubs which had some relationship to the English department into this grouping. Their aims, methods of organization, and program of activity differ, but they all contain elements which are a part of English work or which has been an outgrowth of it.

The Dramatic Club.—Among the forty different kinds of departmental clubs which were found to be actively functioning, more are an extension or an outgrowth of the English department than of any other department. The dramatic club is the one

most frequently found. It has been organized in nine of the twelve colleges. Its strength seems to be almost wholly dependent upon the strength of the dramatic coach or the sponsoring professor. Because of the nature of the work, such groups allow for originality in writing, in acting, and in making plans for producing, and furnish an unusual outlet for purposeful activity. The student who is interested in creative writing may write a play. The one who is interested in working out plans for producing a play has a chance to use his energy and imagination in planning scenery and stage setting. And for the part of the actor there is always a host of would-be heroes and heroines. The publicity which this club offers its members is sufficient to account for its growth. The student body has come to look to it for two or three plays a year, and unless there are visits from out-of-town players it becomes an indispensable part of the year's program of entertainments. A few dramatic clubs are reaching out beyond the bounds of the college and are giving plays in the adjoining towns. Some are competing in state contests. Thus may a club which perhaps was originated because a professor was ambitious for the growth of his department, widen its opportunities.

The Dramatic Club has not been standardized. At Wagner College all students who express an interest in acting or producing are eligible. Plays are given in the town and an occasional skit is given on the campus. At Roanoke and Wittenberg all students who have helped in the producing of plays automatically become members. At Gettysburg, Carthage, and Midland competitive trial is the basis of admission. The clubs which are organized on this latter basis show themselves to be the stronger. The Gettysburg Club, the Owl and Nightingale, two years ago won the state championship in competition with nine other colleges. The bases of judging at this contest were the selection of the play, the production of it, and the mechanical features involved in the staging. This club is also sponsoring a play contest, which has the following rules:

1. Only bona fide undergraduates are eligible.
2. There shall be but one act.
3. The play must be original. No translation or copyrighted play will be accepted. Short stories may be dramatized.
4. The time must be in the present.
5. The manuscript should not exceed forty pages.

The Midland Players organized in 1925. It is possibly the strongest of the various clubs, a fact due in a great measure to the personality and interest of the dramatic coach. The members of this group are divided into three sections, according to their interests. These are the play reading, the costume designing, and the stage setting groups. The stage setting group has built six sets of scenery which are not a part of the equipment. This club sponsors a One-Act Play Contest, entered last year by eight high schools. Each season the club presents three plays. Channing Pollock's "The Fool" was mentioned by the students as having been unusually successful. A play was entered in the 1927 Chicago One-Act Play Contest.

Debating Club.—Training in debate is in some instances fostered by the literary societies and in others by debating clubs. These organizations do not propose to train for interclass but for intercollegiate and championship contests. As was true of the dramatic club, the strength of the debating club is dependent largely on the strength of the faculty member sponsoring it.

Pi Kappa Delta, the debating fraternity at Carthage, besides training its own members for advanced work also coaches, manages, and selects the question for the freshman-sophomore debate. In the debating club at Gettysburg the whole squad collects the material and is expected to read all which is collected. The coach selects the team. Gettysburg last year held contests with Swarthmore College, Trinity College, Connecticut Wesleyan, Rhode Island State, Boston College, University of New Hampshire, University of Buffalo, Ohio Wesleyan University, and others. Muhlenberg College has organized, in addition to the usual club, the Intercollegiate Union for the purpose of selecting students to compete in the intercollegiate oratorical contests.

Midland College dates its strength in debate from 1924, with the coming of a new coach. In 1925, the team won the state championship; in 1926 it won the dual championship. A student has challenged the country to a two-man debate on the question of prohibition. One course in debating is usually offered, although the college bulletin announced that it was not given in 1926–27. A group interested in similar work, The Forum, meets weekly.

Debate holds a very important place in all of these colleges. Since in some it is fostered by the literary societies, further consideration is to be found under that section.

The Old English Club.—This club is found at Newberry and is possibly the most distinctly departmental of any in this group. It seems to have originated through the desire of one of the professors who had great respect for Old English and wished to interest his students in the study. In this instance the club was largely the product of the faculty adviser, and students supported it more through courtesy to him than through their eagerness to know more about earlier forms of English. Most of the meetings have a social hour following the program. Thus, what is essentially a departmental club and organized for the specific purpose of further study makes use of the social desires of the students as well.

Press Club.—The only press club is found at Wagner College. It is composed of members of the staff of the college weekly and the annual. The meetings are held for the purpose of deciding what will be in the next issue of the paper and the discussion of the make-up of the yearbook. This club holds no social meetings and has no adviser. Student publications are censored by the faculty, but the club has no one in a special advisory capacity.

Literary Societies.—Literary societies as a form of student activity date back to a time near the founding of the colleges in which they exist. Roanoke College, which was founded in 1843, is proud to state that the Demosthenean and the Ciceronian Literary Socities were founded in 1850 and have been active continuously. Carthage, early in its history, had three literary societies, later abandoned because they could not be supported by voluntary membership. In 1923, the Voss Debating Society was organized, but one year later changed its name to the Voss Literary Society. Contrary to the general trend, Wagner College organized its only literary society in 1927.

The purposes of these societies, as set forth in constitutions, handbooks, and catalogues, are generally quite inadequate representations of the work actually being carried on. These are statements retained from the early days when literary societies were broader in their scope than they are at present, when not only the writing and delivery of essays, orations, and debates, but all sorts of composition, dramatics, and music were included—in fact any activities contributing to the aim of a general culture. Since that time the growth of other societies, constantly branching into units with purposes more and more specific, has removed many of these original activities, but the purposes remain in the

old form. For example, the aims of the four literary societies, Chrestonian and Euronian for men and Philalethian and Eumenean for women, at Lenoir Rhyne College are according to the handbook: "The intellectual culture and development of the members, especially by practice in composition, recitation, oratory, and debate. A further object is to acquaint its members with the rules of deliberate bodies and to cultivate the social and æsthetic nature." At Midland the handbook states that its literary societies were founded to add to the social life of the students. "The work of these societies is not entirely literary as their names imply. They play a large part in the social life of the college." The Demosthenean Society of Roanoke College, according to the handbook, purposes "to help develop the cultural side of one's life. To help develop leadership through debating and other forms of public speaking."

In contrast to these broad inclusive aims are found a few clear and simple purposes which hold true for the modern societies. The handbook of Wittenberg College states that there is one literary society, Euterpean, at whose meetings "literary topics are discussed and books reviewed." The Wagner Literary Society makes its purpose "to foster debating and public speaking." Waterloo College, besides its Laury Literary Society and Athenæum Literary Society, also has a German literary, Germania Verein, all of whose meetings are conducted in German. It is the only one of its kind among the Lutheran colleges. Its purpose is to serve the needs of the seminary by helping the students to become bi-linguists in order that they may serve the German-speaking congregations.

In most instances these societies open their membership, invite and urge students to join them. In earlier days, membership was sometimes compulsory. Phrennakosmian and Philomethian at Newberry this year for the first time do not compel membership. Both societies report that there is more interest in the meeting since attendance is voluntary. Although fewer students attend, those who do come are actively interested. Their membership is now about thirty members each.

Membership in the Demosthenean Society of Roanoke, as stated in its constitution, is open to "any student of Roanoke College in good moral standing. And being elected by a concurrence of two-thirds of the voting membership he shall immediately become a

member upon his taking the required pledge and paying the regular initiation fee of five dollars, due in thirty days from the date of initiation."

Since these societies do not hold the place in student activities which they once did, membership in them is not popular. To maintain active membership one of the societies uses the following method. Those who are absent from two meetings are suspended from the society. To be reinstated the member must appear on two consecutive programs. These societies naturally attract students who are interested in debating and other phases of public speaking. To draw members some have developed the social aspect of the organization; others have introduced speakers from outside the college; while in other instances the society has become the sponsor of debating and oratorical contests and has promoted new projects for the interest of the entire student body.

Dues in these organizations vary from one dollar to five dollars a year plus special assessments. In some instances, particularly at Waterloo and Wagner, they hold no social events and require no dues. At Lenoir Rhyne they are financed by a part of the student activity fees charged at registration. Meetings are held by the groups at Lenoir Rhyne, Wagner, and Carthage once a week, while the clubs at Midland, Newberry, and Waterloo meet biweekly.

There is little similarity in the program of activity which these various groups undertake. In some societies the weekly or biweekly meeting is their only activity. Others show their interest and influence by originating and sponsoring new projects. The four societies at Midland College hold their biweekly meetings on Friday afternoons. Of their programs the college handbook says, "some are musical, some are dramatic, some are literary, and in fact, practically everything which might be of interest to the students is put into these programs." Besides these regular meetings each of the four societies gives a play during the year. On the anniversary of its founding, each society holds a banquet.

The program of the Ciceronian Society at Roanoke shows it to be keeping apace with modern thought. At the meeting of December 10, 1927 this question was debated: Resolved, That Companionate Marriage is a Menace to Society. In the college paper, *The Brackety-Ack,* for December 1, 1927 the following lines appeared in regard to that week's meeting of Ciceronian: "The

matter of taking a trip in the future to visit another society, The Pocahontas, of Radford State Teachers College was discussed and given earnest consideration. Plans will be made in the near future for this visit and arrangements will be made to provide cars for transportation." Some of the students considered this society to be dying out. The above action, however, shows the interest of its members in maintaining it and planning for its growth.

The Literary Society at Wagner was organized in the hope that intercollegiate debating would grow out of it. No definite attempt has as yet been made to establish the latter.

The Athenæum Society at Waterloo is one of the strongest to be found among these colleges. One student said that to be the president of Athenæum was one of the highest honors of the campus. *The College Cord* for October 1926 prints the following in regard to one of the regular biweekly meetings: "The more it is considered the better seem the suggestions made by Dr. Wilson in the Athenæum meeting regarding a college song book. As a means of creating a true college spirit such a collection of songs would be invaluable." In a later issue of the same paper the diversified interests and activities of this group are shown: "In reporting investigations of the Executive Council concerning the prospects for forming a Glee Club a recommendation was made that some students be elected to take charge of the organization. A public musicale is being planned now and on the basis of this a Glee Club will be organized. All membership will be voluntary, but the opportunity for developing musical ability will probably draw a large number of students." Aside from this club's active interest in sponsoring the publication of a college song book and organizing a college glee club, it also maintains a reading room. The dues are one dollar a year. This money is used to build a reading library. The library is housed in the room of one of the club members. Other activities of this group are a mock trial at the minstrel show, the sponsoring of the oratorical contest, and the originating, if the report is to be accredited, of the college paper. The college paper, known as *The College Cord,* is the outgrowth of a smaller paper formerly written for the sessions of the Athenæum, but not published until 1927.

The Excelsior and Phrennakosmian Societies of Newberry show particular interest in intramural debating. Aside from the fre-

quent debates which they prepare for their own meetings, they sponsor the annual debate, arrange for the triangular, varsity, and freshman debates, and are donors of a declamation and an oratorical medal. They also show an interest in the social life of the students by joining with Philmethian, the women's literary society, in planning a reception in the fall for the faculty and the students.

The consensus of opinion among the students of these various colleges was that literary societies were dying out. This situation the students seemed to lament little. The alumni, in remembering what they once were, regretted it. As these societies made their advent they came to train their members in debating, dramatics, public speaking, in some cases music, and a host of allied forms of expression. In this present day of specialization and organization training in music may be had through the glee club, the orchestra, the choral society, or the musical honorary society. The public speaking department as well has organized clubs, is putting on plays, arranging debates, and holding speech contests. That which once was the realm of literary societies has been invaded by a host of departmental clubs. The literary society is on the verge of being superseded by the departmental clubs. Those societies which have already begun specializing, as at Wagner where the literary society has turned to debate, are very likely assured of an added period of usefulness.

Student Publications.—No student activity in the Lutheran colleges is so directly the mouthpiece of the student body as the student publications. Whatever the nature of the publication it is generally representative of the thinking and activities of the undergraduates. The officers are elected to positions on the staff by the student body or members of it. They, more than any other group of officers, are selected on the basis of merit rather than popularity. At Gettysburg, Midland, Muhlenberg, and partially at Susquehanna some competitive basis is used, and, supposedly, only students of special ability and training are selected for major offices.

According to the investigation made in these colleges, no academic credit is given. Offices are held by students who are willing to be rewarded by campus recognition, training in journalism, or a small remuneration. The editor of the Gettysburg yearbook said that his experience in this office was worth more than ten college courses.

The style and content of these publications, particularly the

newspaper, are undergoing a change. A new tendency to get away from the reviewing of campus activities and to introduce more student opinion on subjects related to the college and the world at large is being manifested.

"Undergraduate journalism," says Norman Studer, editor of *The New Student,* "is not the pale growth of a few years ago. A new and healthy spirit is manifested in many college papers. No subject is now taboo that affects the interests of the learners and no college official is immune from criticism and publicity." [7] He states further that the earlier publications were "harmless sheets packed full of college gossip. Criticism of the university is seldom ventured. The editorials exhort the students to Back the Team,

TABLE 231

STUDENT PUBLICATIONS

	Handbook	Bulletin	Newspaper	Annual	Humorous Magazines	Literary Publications	"Scandal Sheet"	Total
Carthage	1	--	1	1	--	--	--	3
Gettysburg	1	--	1	1	1	1	1	6
Lenoir Rhyne	1	--	1	1	--	--	--	3
Midland	1	--	1	1	--	--	--	3
Newberry	--	--	1	1	--	--	--	2
Susquehanna	1	--	1	1	--	--	--	3
Thiel	1	--	1	1	--	--	--	3
Wittenberg	1	--	1	1	1	--	--	4
Muhlenberg	1	--	1	1	--	--	--	3
Roanoke	1	--	1	1	--	--	--	3
Wagner	--	1	--	1	--	--	--	2
Waterloo	--	--	1	1	--	--	--	2
Total	9	1	11	12	2	1	1	37

warn freshmen of the evil consequences of Walking on the Grass, and advise the use of Better English."

Similarly, the type of student publications has undergone change, and the number and variety have increased. The number of publications with the colleges in which they appear is given in Table 231. They are grouped into seven different types: (1) The stu-

[7] Studer, Norman, "The New College Journalism," *The Nation,* 122, May 26, 1926, pp. 579–81.

dent bulletin, or weekly leaflet containing curricular and extra-curricular announcements; (2) the student handbook, a small booklet which prints the descriptions, rules, and regulations of student activities; (3) the college newspaper, which is published at regular intervals to give students and others the news of the campus; (4) the college annual or yearbook, a partial summary of the year's events; (5) the comic magazine, an issue of jokes, humor, and cartoons; (6) the literary magazine, which contains poems, essays, short stories, and the like; (7) the "scandal sheet," a small leaflet of college satire and ridicule.

The student bulletin: The bulletin is a four-page, two-column leaflet, issued to make weekly announcements concerning the college activities. The staff is elected by the student body and approved by the faculty. The expense is met through subscriptions and any deficit is paid by the college. Students reported that there was no need of faculty supervision and therefore it was never sought nor given. The content is chiefly concerned with announcements. There is little or no campus chatter, and very little about clubs and athletics. No advertisements are used. No student opinion is given, and nothing of an off-campus nature is discussed. *The Hen-De* at Wagner is the only representative of this group, and even it is not distinctly a bulletin. Too much space is given to the review of recent student group meetings and athletics. Members of the staff complained that they were not satisfied with *The Hen-De* and would like to change it into the more popular college newspaper type of publication.

This seems advisable. The bulletin could continue to make the weekly announcements but should be enlarged so as to allow more space for the expression of student opinion as is found in this college and in others. Because of the size of the college and the necessarily fewer contacts, Wagner students need an influence from without. With such a small student body and hence such a small number of subscribers, the financing of the paper could not be met by the subscription rate and the returns from advertisements. Some support should be given by the college. If this cannot be granted, it is doubtless better for this publication to be well done on a small scale, as it is at present, than to be poorly conducted with a more ambitious program.

The handbook: A handbook is published in each of the Lutheran colleges with the exception of Newberry, Waterloo, and Wagner.

The handbook is a small, pocket-size booklet, with a leather or paper binding. All except Midland, Thiel, and Lenoir Rhyne have leather-bound copies. In 1926–27 this publication ranged in size from 33 pages in the booklet at Lenoir Rhyne to 141 pages in the one at Muhlenberg. As a rule, the handbooks are sent to new students the summer before they enter. Newberry presents each new student with a printed list of dormitory regulations and a printed copy of songs and yells. These single sheets, however, can in no sense be considered a handbook. Wagner and Waterloo have never attempted this type of publication.

The handbook is published to acquaint the students, particularly freshmen, with the college, its customs and regulations. It serves as a ready guide for general information on college activities. Some student group is responsible for its compilation and editing. In the Lutheran colleges the Christian Associations assume this responsibility, except at Lenoir Rhyne where it is in the hands of a committee of students and faculty. The staff is made up of from one to five students who are given the task of gathering and arranging the data. If one student does the entire job, there is a tendency for it to be assigned to him as a summer vacation project. This procedure is most unfortunate because the editor has no opportunity to secure sufficient or accurate information. As a result, he must combine what he already knows about the organizations with the material which is found in catalogues and earlier handbooks. This means that the same data are used over and over again with little revision or addition. Students on each campus warned the interviewer that the information in the handbook was not reliable or representative of their new program of activity. At Marion Junior College this booklet has not been reëdited and published since 1924. In contrast, the Christian Association at Wittenberg selects an editorial board yearly to prepare the handbook. This group of four students works throughout the year to secure accurate information by which to revise each write-up of college life included in the publication.

The handbook is issued to all students without charge. Its publication is financed largely by the Christian Associations. At Midland, the college pays for it. In cases where deficits have occurred the college has borne the expense. The price of the handbook depends upon its printing, size, and binding. The cost per copy ranges from twenty-five cents for the small paper-bound edition

to fifty-six cents for the more elaborate, leather-bound one which contains pictures of administrative officers, prominent students, and college buildings.

Although the administrative officers are represented in the publication by their pictures and words of greetings to the students, they assume no direct responsibility for its editing. According to the reports of students who work on student publications, the handbook is the freest of all from faculty censorship and control. In three instances the proofs are read by a faculty representative but no suggestions or criticisms are made.

The contents of the different handbooks are similar. They include greetings from administrative officers, the history and customs of the college, the college calendar, pictures and information about the buildings, explanations of the student organizations and activities, curricular and extra-curricular rules and regulations, songs and yells, and advertisements. In four handbooks, information about the town in which the college is located is given. In seven, pictures of presidents of student groups are used; in five, pictures of administrative officers; and in three, the picture of the athletic coach who is the only faculty member, not including the administrative officer, represented.

The manner of presenting this information varies. The handbook at Wittenberg is the best organized and the one most definite in its information. It arranges its data under the following large headings: collegiate department, campus organizations, student activities, general information, songs, yells, and schedules. With this grouping, one wonders what distinction is made between "campus organizations" and "student activities." In the other handbooks, no agreement or organization of material is evident. Items of a similar purpose and nature should be grouped together. Some logical order, such as College Calendar, Forewords and Greetings by administrative officers, History and Traditions of college, Curricular Announcements, College Government Association, Student Organizations, including class, departmental, social, honorary, and so forth, should be used. Some colleges are finding it advisable to make cheap reprints of the section on College Government Association and to require the freshmen to carry these. Muhlenberg is the only Lutheran college using this scheme.

In the light of the above discussion, the following recommendations are made:

1. The purpose of the handbook should be to introduce the new student to the college, its curricula, rulings, and extra-curricular activities.
2. The handbook should be compiled and published by some standing committee, preferably the Handbook Committee of the College Government Association, at the close of the preceding school year.
3. The handbook should be financed by a portion of the College Government Association fee and should be given without charge to all students. The cost of publication can be reduced by less expensive bindings. The handbook should be serviceable but should be made attractive at a minimum expense.
4. The organization of the contents should be improved. Clubs, athletics, honor societies, and the like, are described without regard to order and relationship. Care given to arrangement of information in the handbook will effect a great difference in the general impression produced.
5. Handbooks should be presented to students at the opening of college. This avoids wrong impressions concerning rules and regulations, which can be explained and discussed as a part of the program of Freshman Week or in other meetings for new students.

The college newspaper: The college newspaper is a four-to-eight-page weekly in all the colleges except Waterloo, where it is published biweekly. It prints reports concerning the curriculum, student activities, editorials, jokes, news from other colleges, news from the church synod, biographical sketches of faculty and students, literary contributions from students, and advertisements.

It is published by a staff selected for this purpose, except at Lenoir Rhyne where it is published by the literary societies. The staffs vary in size from ten to twenty-five members. *The Midland* at Midland and *The College Cord* at Waterloo have eleven; *The Lenoir-Rhynean* at Lenoir Rhyne, thirteen; *The Brackety-Ack* at Roanoke, eighteen; *The Carthage Collegian* at Carthage, twenty-one; *The Susquehanna* at Susquehanna, twenty-four; and *The Wittenberger* at Wittenberg, twenty-five. The staffs include, editor-in-chief; managing editors; news, sports, social and feature editors; seminary and activities editors; advertising, business, and circulation managers; reporters; and faculty representatives.

No uniformity is found in the methods of selecting staff members. The various plans of selection are as follows:

1. By the student body: At Lenoir Rhyne the staff is elected by the student body and approved by the faculty. At Carthage the editor and the assistant editor are chosen by the student body; the reporters are elected by the rooming house they represent.

2. By the editor-in-chief: At Midland the board of editors is so appointed. At Carthage the editor-in-chief in consultation with the faculty adviser chooses the staff.

3. By the upper classmen on the outgoing staff: At Waterloo and Roanoke they are so selected. At Roanoke this selection must be approved by the faculty.

4. By competitive trial: This plan is used to select freshman reporters at Lenoir Rhyne, Muhlenberg, and Gettysburg.

At Susquehanna and Midland the editor-in-chief and business manager are paid for their services. At Susquehanna they are paid a stated sum, and a percentage of the profits. The student handbook at Susquehanna University states the following regulation:

> It shall also be the duty of the Business Manager to supervise the soliciting of subscriptions and the advertisements, to receive all money due the Association, and at the end of his term of office to submit an itemized statement of accounts. He shall receive for his remuneration from the profits, over and above the cost of publication, the sum of thirty dollars ($30.00), and twenty per cent (20%) of the profits above the said thirty dollars. . . . It shall also be the duty of the Editor-in-Chief to have the literary matter in hand, and write or have written the editorial for each issue. He shall receive for his remuneration the sum of thirty dollars ($30.00), said amount to be considered as part of the cost of publication. In case of a profit exceeding the Business Manager's salary of thirty dollars, the Editor-in-Chief shall receive additional ten per cent (10%) of said profits.[8]

At Midland this compensation is given in the form of tuition. The editor and business manager receive their entire tuition; the assistant business manager receives one-half. Until last year the editor was permitted to make what money he could for himself. As much as nine hundred dollars a year had been cleared previously.

The college paper reflects what the students are thinking, are not thinking, and are forbidden to think. Lenoir Rhyne is the only

[8] *The Student Handbook—Susquehanna University.* Constitution of the Susquehanna Publishing Association, Article V, Sec. 5, p. 32.

college which has stated in words available to the staff what it proposes to do through the medium of the weekly paper. The purpose of *The Lenoir-Rhynean* is:

1. To advertise and sell the college to students and friends.
2. To report school activities.
3. To conduct an open forum.
4. To keep students informed about other colleges.

The Susquehanna, The Lenoir-Rhynean, The Midland, and *The Wittenberger* are members of collegiate press associations. *The Susquehanna* is the second oldest newspaper in these colleges, having been printed for thirty-four years. *The Muhlenberg Weekly,* the oldest, has been published for forty-two years. In contrast to these, *The College Cord* at Waterloo was established in 1925.

The subscription price of these papers varies from fifty cents to two dollars per year. *The College Cord* at Waterloo has set a price of fifty cents, *The Midland,* one dollar, *The Susquehanna,* one dollar and a half, and *The Brackety-Ack* at Roanoke, two dollars per year. At Waterloo the subscription rate of fifty cents does not cover the cost of publication. The accounts are audited by a faculty committee, and the college pays the deficit. At Roanoke and Lenoir Rhyne the advertisements cover more than one-half the cost. *The Gettysburgian* is published at a profit. The subscription price of this paper is included in the registration fees. A profit of from two to three hundred dollars is made each year. This money is being deposited toward buying a college printing press. At Muhlenberg the financial responsibility is left entirely to the six business managers. The books have never been audited by the college. As a result, several years ago a debt of seven hundred dollars was incurred. The present management is holding its own and gradually reducing this debt. No facts were available concerning such financial matters at Carthage, Wittenberg, Newberry, and Thiel.

The relation of the faculty to the college paper is an advisory one. There is little or no censorship before printing. *The Muhlenberg Weekly* has no stated relation to the administration. The editor says that he frequently asks advice of the professors of the English department, and that he himself acts as a censor to keep out all material of an agitating nature. At Midland, Gettysburg, Waterloo, and Roanoke faculty members act as advisers. At Midland a professor in the department of journalism and a pro-

fessor of the department of public speaking are on the staff. In the year 1926–27, for the first time, there was no censorship. The editor was given full responsibility. The issues were criticized by the classes in the department of journalism. This was the only instance found of this nature. At Gettysburg the faculty approves all copy; it seldom rejects any material. Once faculty criticism was offered but was rejected by the staff. At Waterloo the dean of the faculty is the sponsor, but he does not act as a censor. Student opinion at Waterloo is not radical, so the column "Letters to the Editor" is only mildly critical. At Roanoke the secretary of the college acts as adviser to *The Brackety-Ack* and as editor of the alumni department. The staff says there are supposed to be faculty advisers, but actually there are none.

The contents of college newspapers include reports concerning social affairs, club meetings, lectures, plays, athletics, and the curriculum; editorials, jokes, alumni news, announcements, and advertisements. Much space is devoted to advertisements. *The Lenoir-Rhynean* devotes 20 per cent, *The Brackety-Ack,* 25 per cent, *The Muhlenberg Weekly,* 40–50 per cent, *The Midland* from 50–75 per cent, and *The Susquehanna* 60 per cent. No figures are available concerning advertisements in the papers at Waterloo, Gettysburg, Carthage, Wittenberg, and Newberry. In all these papers the largest portion of space is given to advertising. There is no uniformity among them in the amount of space given to the remainder of the contents. The general tendency, is, however, to give attention to the following topics, which are listed in the order of the amount of space given to them: athletics, reports of non-athletic student activities, editorials, curriculum reports, jokes, news from other college papers, and the weekly calendar. The editorials are largely juvenile and lack original, stimulating thought. They deal with such topics as compulsory chapel, the lack and suppression of student thought, administrative policies, and traditional beliefs and practices. College papers are showing a growing tendency in young people to question existing policies. Nothing escapes. The president, the deans, academic policies, student regulations, and even the policies upon which the college was founded all come in for the criticism of the pragmatic editor and his staff. Dr. Kilpatrick recognizes this critical attitude as one element in our changing civilization: [9]

[9] Kilpatrick, W. H., *Education for a Changing Civilization,* p. 18. The Macmillan Company, New York City, 1926.

A pronounced characteristic of this new attitude is the tendency to criticize our institutions with the increasing tendency to change them according to the results of the criticism. Even the ordinary minds are increasingly accepting institutions as made by man for man and therefore to be changed if shown inadequate. Nothing is exempt from their scrutiny. The extreme position is perhaps to be seen among certain poets, novelists, and playwrights of the day who seemingly have determined that people shall willy-nilly revise their customary conceptions of organized religion, of organized family, of morals in general, of the industrial system, of property, of war, of the state itself. Truly nothing is exempt because others deem it sacred. Everything is brought to the bar. Whatever we, as individuals, may think of specific criticisms, however we may differ as to merits of proposed improvements, the broad tendency to criticize is evident enough.

Although the college newspaper is considered the special organ of the student body, it is read by some who are not students. Because its circulation extends beyond the limits of the campus, the staff should be aware of the attitude it will create among its readers. A reader will judge the student body and the college by its newspaper. The staff may well ask itself these questions: Does the newspaper represent the student body? Does it represent the college and its administration policies? Is it wholesome advertising? *The Carthage Collegian* and *The Susquehanna* savor of provincialism, and contain bad grammatical forms. The following are personal items from *The Susquehanna* illustrating this criticism:

This is the second week in succession that ——— and ——— were to Johnstown.

——— went to Bucknell on Friday for the best reason in the world.

——— was visited by two friends from his home town.[10]

The Midland is a superior paper except for the frequency of loose sentence structure and punctuation. The following excerpts from the columns of *The Midland* illustrate this point:

Midland College has instituted the Saturday school this fall as a new department in its curriculum. The school, which is under the supervision of Dr. Alvin L. Lugn is organized for the purpose of affording opportunity to earn college credit to those who are teaching or to others who can not attend the regular courses of study during the day.

All classes meet from 9 to 12 A.M. thus enabling the students to get to classes on time and still not occupy their Saturday afternoon. . . .

[10] *The Susquehanna*, May 24, 1927, Vol. XXXIV, No. 4.

With this comparison of scores Midland has a slight edge over the aggregation which they will battle Friday.[11]

The following suggestions are made for improving the status of college newspapers:

1. The tone of the college paper should be improved by a more careful selection of its contents.
   a. The editorials should reflect and create student thought.
   b. Space should be allotted to advertising matter in such a way as to preserve good appearance.
   c. The style should be less familiar and more formal.
2. The major positions on the staff should be attained through superior ability. Previous journalistic experience, if possible, should be a part of the requirements for these offices.
3. Each college newspaper should make an effort to be a member of some collegiate press association.[12] This will furnish the staff with the literature of the association and the newspapers of other colleges.

The annual: The annual or yearbook is the only student publication common to the twelve senior colleges and to Marion Junior College and Collegiate Institute. It is published, according to the Wittenberg handbook, to give a "complete record of college life for the year." In seven of the colleges, its publication is handled by the juniors; in two, by the seniors, and in five by a staff elected at large from and by the student body with the major officers selected from the juniors or seniors.

The selection of the members of the staff is not made by any regulation common to all the colleges. The prevailing method is the election by the class in the spring of the editor-in-chief, business manager, and advertising manager who choose the other staff members at the opening of the college year. Gettysburg is the only college to select its annual staff, as its weekly staff, on a competitive basis extending over three years. Talks on journalism are given to the freshmen, who then try out in a contest. Eight are selected. In the sophomore year, six of this number are elected to become assistant editors. The following year one of these six is elected editor-in-chief. The selection of the business staff is on the same basis. The plan of organization is practical

[11] *The Midland,* Vol. XXXVI, No. 8, Old Series

[12] *The New Student,* published at 2929 Broadway, New York City, is a clearing house for all undergraduate opinion as it is printed in the college publications over the country. Subscription to this magazine will be valuable to any college staff.

enough to permit the addition to the staff of another student who proves his ability. This method insures continuity and trained students in the staff, but it does not allow for a large number to share in the values to be received from practice in journalistic work.

The methods of financing the publication of annuals differ in the colleges. Money is received through advertisements, gifts, the sale of picture cuts, and the sale of the publication. At Carthage candy and sandwich sales help to finance the annual. There is not much variation in the first three methods. All annual staffs attempt to secure the largest number of advertising sales, gifts, and the largest picture space for representative groups. Members of the annual staffs said that they planned to defray from one-fourth to one-half of the cost of publication through advertising alone. It is in the sale of the publication to the students that the greatest range in method is displayed. At Newberry every student must pay $2.50 at registration, half the price of a copy, whether or not he wishes to buy it. Later he may add the same amount to purchase it or allow his earlier payment to count only as a contribution. At Midland the price of the book is so regulated that no deficit is possible. Subscriptions are taken at a maximum price adequate to cover all expenses and the price reduced later to cover cost of publication. In 1927 it sold for $3.75. At Muhlenberg each member of the class is responsible for the sale of two books, costing $3.00. At Roanoke each student pays an activity fee of $15 at registration, and of this amount $10.00 goes to the annual. Another method used is that of charging a subscription price. At Wagner this is $2.00, and at Lenoir Rhyne it is $5.00. If any deficit occurs, the members of the representative class pay the debt. This plan became alarming at Wittenberg when each senior in 1926–27 was assessed $16 to pay the large debt incurred by the annual the previous year. To avoid a similar occurrence, the editor and business manager for the following year were bonded for $250 each. At Newberry, Lenoir Rhyne, and Wagner the staff reported that there had never been any indebtedness. Newberry had enough over the cost of publication to provide the senior memorial for the class, and Susquehanna enough to defray expenses of the class during the senior year.

In the publication of the annual there is found the best illustration of the need of better methods of finance in student or-

ganizations. Sums of money ranging from $1,600 at Wagner to $3,500 at Gettysburg are spent with little supervision and with no auditing of accounts. In two cases the business manager gives a report to the class of his expenditures but his books are not audited. At Muhlenberg a faculty adviser must be consulted before a contract is signed but he gives no other advice and has no control. At Gettysburg, Carthage, and Lenoir Rhyne a faculty member or committee must approve the publication before it goes to the press. In the other colleges, students reported that there was no faculty help or supervision. The editor of *The Lanthorn,* Susquehanna's annual, said, "It is really my book. I've done all of the work in it. I spent fifty hours on the lettering alone." In answering the questionnaire, the deans of the faculty replied that the annual had a faculty adviser in each college except Muhlenberg and Wittenberg.

Apparently the advisory work is so slight that the students do not recognize it. If the faculty adviser is not responsible for the auditing of accounts, some other plan should be devised. The spending of such large amounts of money without some control and advice may lead students into the most reckless business habits. On the other hand, business principles applied to this project should afford an excellent source of training.

The content of all annuals is very similar. There are views of the campus, pictures of the faculty members, one or two indi-

TABLE 232

Allotment of Space in One College Annual

Contents	Pages	Per Cent
Advertisements	20	8
Campus views	12	5
Pictures of the faculty	12	5
Senior class	20	8
Junior class (publishers)	40	16
Sophomores and freshmen	10	4
Clubs and officers	60	23
Co-eds	10	4
Fraternities	35	13
Athletics	18	7
Publications	12	5
Humor	5	2

vidual pictures of the members of the class which has charge of the publications, pictures of other student organizations, snapshots, jokes, and advertisements. Some annuals print a calendar or college-year section, which is a chronological history of college events for the year. The allotment of space of *The Spectrum* of Gettysburg College (as given in Table 232) is typical of all. The approximate number of pages and the percentages devoted to each activity are shown. The total number of pages in the book is 256.

The greatest originality is shown in the make-up of *The Ciarla,* Muhlenberg's yearbook, for 1927. A colonial theme runs through the entire book, with unusual art work done by members of the staff. *The Lanthorn* of Susquehanna, 1927, also has a definite theme carried through the book. The other annuals adhere to less original forms.

The following suggestions are made to indicate ways in which the annual can be improved:

1. The purpose of the annual should be to present a complete picture of the college year. More attention should be given to curricular activities.
2. The staff should be elected on the basis of ability. Editors may be selected by competition from departments of English or journalism and the business managers from departments of business administration or economics.
3. Subscription to the annual should not be compulsory. If it is not valuable to students they should not be forced to buy it even though this means its discontinuance.
4. Local merchants should not be solicited to purchase space in order to gain student approbation unless the advertising is appropriate. Those interested in the welfare of the college can make their contributions as gifts and be recognized as donors.
5. All accounts should be audited by a faculty adviser or committee, or by a student committee.
6. The staffs of the different student publications should coöperate.

Humorous magazines: The Witt at Wittenberg and *The Cannon Bawl* at Gettysburg are the only two humorous publications found in the Lutheran colleges. *The Witt* is published five times a year and is similar to the many other comic magazines published

by other colleges, but *The Cannon Bawl* with four issues represents the new satirical humor which is found on a college campus just as *College Humor* represents that of many colleges. *The Cannon Bawl* makes fun of everything and everybody connected with the college. Sometimes these comments are taken so seriously by the faculty that the editorial staff is admonished. After the appearance of one of the issues of *The Cannon Bawl* last year, the staff received the following letter from the secretary of the faculty:

> I am instructed to admonish the staff of The Cannon Bawl that continuance of this publication will be dependent on keeping same clean of the profanity and the suggestive language which have brought the paper under severe criticism.

In the next issue, a facsimile of the letter was printed. On the following page the editorial staff gave its reaction to the faculty's interference:[13]

> This issue, dear readers, we have chosen to call the Old Ladies' Home Journal Number. Here we strive to portray to you the modern version of that word "purity". Purity used to mean a prudish disdain of all subjects pertaining to sex. It demanded that women wear skirts that dragged under the feet of those who wore them, long sleeves, etc., and to maintain a reserved manner that recognized none except upon formal introduction. Times have changed and we are certainly glad of it. Even though shorter skirts have not reduced the price of that article, still we get more kick out of seeing them worn nowadays than grandpa did when he bought them. We don't have to present a lady with a copy of the social register to assure her that we are fit to speak to. The majority of girls and boys nowadays are wise enough to pick their own company properly; chucking out those that prove themselves not what they profess to be, and taking everyone at his or her face value. In this our Old Ladies' Home Journal Number of the CANNON BAWL we set forth our ideas of modern purity, and if you see anything that you think is risqué keep it to yourself, for you are as bad off as we or you wouldn't see it. Let's shake hands and admit that we are all descendants of a common ancestor and prone to make monkeys of ourselves once in a while.

This is the most pronounced revolt toward this type of faculty domination found in any of the colleges. Here is censorship but no constructive criticism.

The general tone of the magazine is higher than that found in other publications of the other colleges. The cartoons are superior for amateurs, and the humor, although tending to coarseness at times, is above the average college wit.

[13] *The Cannon Bawl*, Gettysburg College. Vol. 2, No. 4, p. 17.

The Witt and *The Cannon Bawl* are the most popular college publications. The president of the glee club of Gettysburg College said, *"The Cannon Bawl* made a difference in all college spirit. It was something students really wanted."

Literary magazines: The literary magazine is the oldest undergraduate publication. It appeared first in 1836 at Yale where it has been published without interruption since its original issue. *The Mercury,* Gettysburg College, is the only one of this type found in the Lutheran colleges. It is edited by a staff selected on the basis of contribution and is issued four times per year. The subscription fee is varied to meet the cost of publication. Accounts are not audited. The dean of the faculty reported an adviser, but the editor said the staff was "practically independent." The magazine contains short stories, essays, plays, poems, and book reviews. Members of the staff reported that this publication was not "particularly popular" with the student body but that it was valuable in giving training and experience to amateur writers. If there is sufficient interest in this magazine to meet the cost of publication and if the contents could receive constructive criticism, such a publication is valuable to a student body.

"Scandal sheet": A typewritten leaflet, known as *The Blister,* also appears at Gettysburg. It is edited by an anonymous staff, usually students in the English department. At the close of the year their names are announced to the student body. The leaflet is posted on the bulletin board and attracts the attention of all. There is practically no expense and no faculty control. Satirical poems and jokes, scathing editorials, and effective cartoons furnish the contents. The majority of these are directed at the faculty and administration. Little resentment is expressed toward this publication by students or faculty. It gives a chance to bring irritating questions before the college. These are commented upon and soon forgotten. Unless the satire becomes too personal and ironical such a publication is refreshing to a campus and conducive to original thinking.

Foreign Language.—

Clubs in the department of foreign languages are not so popular as those in the English department. Students are expected to converse in the foreign language at the meetings. It may be a pleasure for advanced students, who would ordinarily be eligible to

honorary groups, to talk in a foreign language, but when such groups are open and all the students of the department are expected to attend, conversation becomes difficult and embarrassing.

German club: Of the clubs which are related to the department of foreign languages, the German club, among the institutions here considered, is of the most significance. Six different colleges have organized such clubs, some to promote scholarship, some to promote sociability. If the Germania Verein at Waterloo College is omitted from consideration as being a literary rather than a German club, the strongest of this group is Der Deutsche Verein at Muhlenberg. One student said this club was the best organized and most alive of any club on the campus. The fact that the members are planning to have pins, together with other evidences of its activities, shows that it also serves as a fraternal club. Membership is open to those in the department who have a grade of B. The membership ranges from sixty to seventy, with an average attendance of eighty per cent. To be absent from two consecutive meetings means a fine of one dollar; to be absent from three meetings means that the member's name is dropped from the roll. The president said that the interest in this club was sufficiently intense to make losing membership in it a real penalty. The women of the college are not eligible to this club. The German clubs of Newberry and Thiel Colleges, Der Deutsche Verein at Gettysburg, Der Deutsche Walesga Verein of Carthage, and Germania Verein of Waterloo, all follow a similar plan of organization but vary in their activities according to the strength of the clubs. These groups are organized primarily to supplement the work of the classroom and to give practice in conversational German to the ministerial student. Ministers in the Lutheran Church are frequently called upon to conduct services in this language and therefore appreciate this opportunity to speak it while they are in college. Another reason for the strength of these clubs is the fact that many of the professors are of German descent and have had part of their training abroad.

French club: The French club at Gettysburg has been in existence for a number of years. It does not have the reputation of being a "group of thinkers." One man smiled as he said, "The club is flourishing. They have dancing and everything." The general opinion was that the students received more social than educational value from it.

At Muhlenberg the French club is inactive at the present time. One student said that this club "died on them" because of lack of interest and too much faculty domination.

The French club at Waterloo is one of the two strong departmental groups. In fact, it is practically the only one, as the German club is usually considered a literary society.

Spanish club: Spanish clubs have been organized on the campuses of Wagner and Newberry, but neither of these clubs is attractive to the students. They form a good illustration of groups of a few enthusiastic students which have grown up around the personalities of faculty members and which, as soon as these members leave the institution, begin to weaken and, in a year or two, die.

Greek club: The general purpose of Greek clubs, as it is stated, is to stimulate an interest in the classics, and to bring the groups of students who are studying them closer together. At Gettysburg it is said that the Greek club has appeared and disappeared in the history of the college. Since this club was organized to stimulate an interest in the Greek classics, it is not difficult to understand why it has not had a continuous and vigorous existence. Recently students who were preparing for the ministry became interested and revived the club. Membership is open to sophomores who have had a semester's work in the department, with a grade of B. The women students are not admitted. The president said that there was no ill feeling toward the women of the campus, but rather that the men would be freer and could smoke at their meetings if the girls were not there. It is hoped by some of its members that in the near future this club may be a part of Epsilon Sigma Phi, the national honorary classical fraternity. Greek clubs, similar to this club in their plan of organization, are active at Newberry, Thiel, Wittenberg, and Wagner Colleges.

These clubs of the department of foreign languages display the following characteristics in common. In most instances they have been promoted by a faculty member of the department. Their strength is in proportion to the strength of the personality of the faculty adviser. They cease to be active when the faculty removes its support, except in cases where they were organized on a social basis. The programs in most instances are arranged to supplement the work of the classroom.

Mathematics.—

Mathematics club: The only mathematics club found in the Lutheran colleges is found at Muhlenberg. This group is composed of the men who are interested in that subject. "Meetings are held biweekly," states the handbook, "and create interest in the sciences when mathematical oddities are presented to the club by members." Students reported that this organization is not very active. There is not a sufficient number of the students interested in an intensive study of mathematics to make it a prosperous group. Sometimes lecturers are brought to the campus and these visitors give a new interest to the club for a time.

Such a club as this does not influence a campus to any extent. It does not demand much of a student's time and contributes little to his knowledge of the subject concerned. It may be a prominent group for a short time and then sink without leaving a ripple.

Science.—

Science club: In a small college the science club includes all forms of the natural sciences. Such clubs are found at Muhlenberg, Midland, and Susquehanna. At Muhlenberg College the students report a situation which is unusual; namely, the attendance exceeds the membership. The membership is twenty-five, with a regular attendance of between thirty and forty. The students reported an attendance of one hundred fifty at a meeting on forestry. Although this club was organized at the suggestion of the department, the president feels that it would continue to grow even if all faculty support were removed. If this is the case, it would seem that the faculty members who have been sponsoring the club have acted very wisely. For a club to have the helpful guidance of a professor and yet be able to stand alone if it lost that support, is a wholly desirable situation and one too seldom found.

The Natural Science Club at Susquehanna, according to the bulletin of that college, is organized to promote an interest in a group of sciences. The meetings include discussions of "natural history, chemistry, archæology, anthropology, history, astronomy, meteorology. Biological and geological trips are taken through the surrounding country. Much attention is given to practical photography, and the mounting of specimens."

Biology club: The first biology club to be founded at Gettys-

burg College was organized in 1926. It was the outgrowth of the interest of a few students, with the help of the head of the department. At the time of organization a coat of arms was decided upon, and a constitution with by-laws drawn up. Membership is open to students who are majoring in biology and have completed twelve hours in that subject. The attendance at the weekly meetings is reported to be very good. The organization of this club is entirely for educational purposes without any special recognition of social objectives. At Thiel College the Science club has the same membership requirement in regard to the number of credit hours a student must present and follows a similar plan of organization.

Chemistry club: So far as could be discovered Wittenberg College is the only school in this group having a club for its chemistry students. The club is sponsored by members of the faculty, who do the larger part of the planning of programs for the meetings. The projects and experiments carried on are open to its members only; its entire program of activity is focused on the regular bimonthy meetings.

Physics club: Lenoir Rhyne College with a student body of one hundred forty-four men and one hundred thirty-eight women reports eleven departmental activities. Its physics club is the only one to be found among these colleges. As might be expected of a club for this department of science, it does not include many students. The membership records show ten names. These people meet together once each month. The organization of the club as well as the programs shows the leadership and active help of the faculty.

Pre-medics club: The pre-medics club at Susquehanna College is serving well the desires of its members. One student went so far as to say that he got twice as much from the meeting of the club as he did from class. In weighing so broad and bold a statement one would have to consider just what classes he referred to and how much effort the student was putting forth. Frequently a student who is looking forward to the practicing of medicine, considers the prerequisite courses too general and not interesting. Because of that likelihood, and the student's desire to "talk medicine," the above statement can be understood. One of the prominent physicians of the town was invited to talk to the members of the club on "Methods of Diagnosis." Members bring with them

to the meetings clippings from the papers and offer them for critical consideration. Suggestions for improving the pre-medic courses are introduced and freely discussed. Films are presented to show the symptoms and progress of certain diseases in the periods of communication and incubation.

The club extends the range of its activity beyond the bounds of its own meetings. It arranged a movie the proceeds of which were given for the use of the laboratory of the science building. The pre-medics joined with the science club in making possible the fish pond which is to be found in front of the science building.

Engineering club: This club was organized at Gettysburg College by a group of students who were especially interested in civil engineering. This distinctly departmental club shows the desire at Gettysburg for organizing. Eighteen different departmental clubs are now in existence to indicate the interest that professors and students have shown in particular subjects. The twelve members of this club meet together regularly once a month. The arrangement of the program is in the hands of the faculty members. No further information concerning the nature of these programs was received.

Social Science.—

The department of social science is not represented with many clubs in the Lutheran colleges. Only seven clubs were reported. A political science club is found at Wagner; history clubs at Gettysburg and Muhlenberg; and the Commerce, Newmann, Agora, and social science clubs at Wittenberg.

Political science club: A political science club was organized at Wagner in 1927 for the purpose of fostering an interest in political science, history, and economics. It elects its officers, and dues are collected for buying books. It is an outgrowth of the classroom work in history and is sponsored by the professor of that department. It was so recently organized that it is impossible to say what its outcome will be. Many of the students complain that the campus is already over-organized and does not need another group. With a student body of fifty members there are ten departmental activities and a total of twenty student groups, thus providing more than one club for every three students and a departmental club for every five students. If each club, as in this instance, had four officers, there would not be enough students

to fill the offices if every student were allowed to hold only one. With this extreme proportion, it is difficult to see that there is need for another club.

History club: The history club at Gettysburg has no requirements in scholarship. Those majoring in the department are eligible to become active members and those minoring may become associate members. The executive council, which is composed of the officers of the club, work with the head of the history department in selecting and arranging the program. Besides the benefit which the members hope to receive in the extra-curricular pursuit of history they are making it possible for other students to be benefited by their work. Already three hundred forty-nine books have been bought and donated to the library. The books are selected by the executive council in consultation with the adviser.

Social science club: In 1927–28 a social science club was organized for the women in that department at Wittenberg. At the time of the writing of this report, detailed information on the other activities in social science was not available.

Home Economics.—

The Wittenberg home economics club consists of the girls who are majoring in home economics. The programs for the meeting have a wide range of topics. Outside speakers are brought in, papers are read and discussed by members of the club, and plans are made for project work. A number of bake sales are held during the year, and a bazaar is given just before Christmas. The past two years this club has drawn much attention from the housewives of the city because of the delicious whitecross rolls which they make at Easter. Through these sales more than three hundred dollars was cleared last year and was used to buy additional laboratory equipment. The president of the club reported that all members had coöperated in such an effective manner that every project had been a distinct success. This hearty cooperation of the members and the originality of the program of activity make this club one of the best illustrations of an extension of the classroom work through a departmental club.

Music.—

Interest in music in colleges is more intense and widespread to-day than ever before. Because of this, new forms of musi-

cal activity are being organized, particularly in the field of instrumental music. Bands, orchestras, and jazz orchestras in the Lutheran colleges have been instituted within the last ten years. Although glee clubs or groups of students interested in singing have been in existence longer, they are constantly being reorganized with more extensive programs. The reorganization of the musical activities at Gettysburg, reported in the handbook,[14] is the only attempt in any of the colleges to unify the musical program:

> At the close of the school year last spring the Student Council attempted to completely reorganize and equip the various musical organizations of the college. A Committee of the Council and of the Faculty drew up a constitution to govern all musical bodies and to provide for their financial support.

An investigation has been made to find out the number and type of musical activities. The available information is given in Table 233. Of the colleges sponsoring musical organizations, Wittenberg ranks first with ten, Midland and Carthage second with six, and Muhlenberg and Gettysburg third with five. Waterloo and Wagner Colleges have only an orchestra. The most popular activity is the glee club. There are seven for men, four for women, and three for both men and women. From the information available through reports and publications, Muhlenberg's glee club, organized in 1895, is the oldest. Others have organized until at the present time ten of the twelve colleges have recognized clubs.

Glee clubs: The glee club is in the form of musical activity engaged in by the greatest number of colleges. Carthage, Midland, Thiel, and Wittenberg have separate glee clubs for men and women. Although they usually put on their programs separately, on a few occasions men and women have been selected for a joint concert. At Gettysburg, Muhlenberg, and Roanoke clubs for men only are found, while Lenoir Rhyne, Newberry, and Susquehanna have only one club for both men and women.

In all the glee clubs, membership is attained through competition. Try outs are held soon after the opening of college and rehearsals begin immediately. The number of members averages twenty-eight to thirty, with a range from twenty-five in the women's club at Midland to forty in the women's club at Wittenberg. No credit is given for glee club work except at Muhlenberg and at Wittenberg where regular courses are offered in the curriculum. The club at Roanoke presents a pin to any member who stays in

[14] *The Freshman G-Book*, p. 59. Gettysburg College, 1926–27.

the club throughout the year. Fees of one to three dollars are paid by the members of the following clubs: The women's glee club at Midland, the mixed glee club at Lenoir Rhyne, and the men's glee club at Gettysburg. This money is used to finance the clubs. Because of the printed materials and the traveling expenses which such clubs have, financing them has become quite

TABLE 233

STUDENT ACTIVITIES IN MUSIC

ACTIVITY	CARTHAGE	GETTYSBURG	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MUHLENBERG	ROANOKE	WAGNER	WATERLOO	TOTAL
Band	1	1	--	1	--	--	--	1	1	--	--	--	5
Orchestra	1	1	--	1	1	1	--	1	--	1	1	1	9
Men's glee club	1	1	--	1	--	--	1	1	1	1	--	--	7
Women's glee club	1	--	--	1	--	--	1	1	--	--	--	--	4
The glee club (Men and women)	--	--	1	--	1	1	--	--	--	--	--	--	3
College choir	1	--	--	1	--	--	--	1	--	--	--	--	3
Church choir	1	--	--	1	--	--	--	--	--	--	--	--	2
Quartet	--	--	--	--	--	--	--	--	1	--	--	--	1
Jazz orchestra	--	--	--	--	--	--	--	1	1	--	--	--	2
Mandolin club	--	1	--	--	--	--	--	--	1	--	--	--	2
Guitar club	--	1	--	--	--	--	--	--	--	--	--	--	1
Music club	--	--	1	--	--	--	1	1	--	--	--	--	3
Conservatory student organization	--	--	--	--	--	1	--	--	--	--	--	--	1
Inter-fraternity contest	--	--	--	--	--	--	--	1	--	--	--	--	1
Inter-collegiate contest	--	--	--	--	--	1	--	1	--	--	--	--	2
Musical festival	--	--	--	1	--	--	--	--	--	--	--	--	1
Phi Mu Alpha Sinfonia	--	--	--	--	--	--	--	1	--	--	--	--	1
Total	6	5	2	7	2	4	3	10	5	2	1	1	48

a problem. However, only the women's glee club at Midland and the men's glee club at Roanoke were reported to be in debt. This indebtedness was attributed to poor management in planning the trip and to the competition given their programs by other college glee clubs. All the other clubs reported that they had made money for their own organization, or had turned money over to the college.

The organization of glee clubs consists of a music director or a faculty sponsor, a student leader, and a business manager. The

club at Gettysburg was reported to have a student leader. In all other cases some member of the faculty acted as director. The business manager arranges the tours and has charge of expenditures. Each club gives a home concert and eight or ten concerts out of town.

Faculty members and students express the common opinion that these clubs did more than any other students groups to represent the college in other cities and states. Thus glee clubs become one of the best means of advertising. As an illustration, Midland's men's glee club traveled by bus last year a distance of 1,200 miles. In this ten-day trip, the club gave eighteen performances.

The men's glee club at Wittenberg is the only one which has entered The State Intercollegiate and The National Intercollegiate Glee Club Contest [15] but it was reported that Susquehanna planned to enter in 1927–28. This attempt to bring the various glee clubs together and to create and promote a greater and better appreciation of music was first made in 1914. Since that time the Contest has had a remarkable growth. The contest which was held in New York City last year is reported to have been much superior to those held in former years. The other Lutheran colleges could profit by becoming a part of this national movement.

College choir: College choirs are found at Carthage, Midland, and Wittenberg. The one at Carthage was formed in 1927–28. Midland and Wittenberg have had their choirs for three years. They are likewise composed of some of the members of the glee clubs who have won this membership through try outs. The chief purposes of these choirs are to furnish music for chapel service and to prepare a special musical program. At Midland this is known as the Musical Festival and is presented at Easter. The choir at Carthage plans a ten-day or two-week trip which includes a number of cities, but those at Midland and Wittenberg furnish music only for the college and the community churches.

Church choir: Many of the churches in these college towns depend upon the college choir or other groups of college students to furnish the music. Although Carthage and Midland are the only ones which state that their students sing as a group in the church choirs, all the others state that different members of the student body are asked by the churches to help.

[15] Further information may be secured by writing to The Intercollegiate Musical Association, 27 West 57th St., New York City.

Quartet: Another musical activity which is the outgrowth of the glee club is the college quartet. Members are selected through competition. They give special music at the glee club concerts. Quartets are found at Muhlenberg and Collegiate Institute. The quartet at Collegiate Institute has entered a state contest for a number of years and has won the championship the past two. If the other Lutheran colleges have quartets, they are not reported.

Band: Bands are found in five colleges. They exist primarily to furnish music for football games. After the athletic season is over the college band is forgotten except on very special occasions. An exception to this rule is found at Muhlenberg College where instruction is given and academic credit is granted. The bands in these colleges are organized and supervised by some member of the faculty, but in two instances they are led by students. Any student who plays a musical instrument may become a member. Uniforms are furnished by the administration in two colleges, by the proceeds of the bands and other student activities in two, and largely from the Student Chest fund at Wittenberg. Criticism was made that the band at Wittenberg received an over-appropriation in comparison with the other musical organizations.

Orchestra: The popularity of college orchestras is growing rapidly. Of the nine found in the Lutheran colleges, all have been developed in the past ten years. Three were organized in 1925–26, two in 1926–27, and two in 1927–28. Each one, except Roanoke, reports that the past year was the best one. Roanoke College was forced to give up its orchestra because a competent leader could not be secured and paid by the students, and the administration did not see fit to give it financial support.

In these colleges the orchestra does not select its members on a competitive basis but accepts any student who can play a musical instrument. The number participating ranges from fifteen at Wagner to forty at Wittenberg and Midland. Most of the college orchestras play for the college social occasions, assist in the glee club programs, and provide music for dramatic productions. Wittenberg's orchestra, however, has a more intensive purpose and program. Its purpose is to study and produce high class symphonic music. Last year it gave its own complete program by presenting "Cavalleria Rusticana." In so far as the interviewer was able to learn, Wittenberg is the only college orchestra which is making a special effort to develop a taste for symphonic music.

Jazz orchestra: Within the past two years students of music at Wittenberg and Muhlenberg have organized orchestras to play lighter and more popular music. They play for college and town dances, minstrel shows, and other social occasions. It was reported by members of the jazz orchestras from both Wittenberg and Gettysburg that most of the men who play meet the greater part of their college expenses in this way. Professor Bach, of Wittenberg, says that there can be "refined jazz" and that he hopes to bring the dance music in the college to a much higher standard by working through this group. As far as the interviewer was able to learn none of the other colleges had attempted to furnish their own dance music but had imported it from the town or from other cities.

Mandolin and guitar clubs: Groups interested in the music of these particular instruments are found at Gettysburg. It is reported that neither of these clubs is very active at the present time, as their enthusiastic members have graduated.

Music club: Music clubs are found at [illegible]
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group is to bring together in a social way all the students who are interested. Papers are read, selections given, and discussions held at the meetings but the social aim is the principal one.

Honorary musical society: The only honorary organizations in music are found at Wittenberg and Susquehanna. In 1927 the Wittenberg club became a member of the national honorary society as Phi Mu Alpha Sinfonia. Sigma Alpha Iota was organized at Susquehanna in 1926. It is a chapter of the national organization, and has a membership of twenty-three. The only activities reported were of a social nature.

Inter-fraternity contest: Under the direction of Professor Bach group singing has been developed at Wittenberg. Last year the fraternities held a song contest. Through this interest and competition fraternity houses became music centers. Other groups followed the fraternities in their enthusiasm for group singing, and thus made it so popular that one of the deans of the college reported it to be one of the most hopeful and stimulating of student activities.

Recommendations.—

The values which are to be derived from music are just beginning to be felt. "The value of music," says C. M. Tremaine, Director of the National Bureau for the Advancement of Music, "to the people as a whole, as distinguished from the small group known as the musically cultured few, and in every phase of daily life, is only beginning to be appreciated by the general public and by statesmen. Yet the importance of music and the human need of it have long been recognized by the great leaders of thought." As a result of this attitude of "music for all and all for music" great impetus has been given to it. Music is being taught as never before in the home, the church, and the school. Recently it has been granted credit toward high school diplomas and college degrees. In speaking of the desirability of education in music being more general, G. Stanley Hall says, "Musical culture in its larger sense is the most liberal and humanistic of all studies, perhaps not even excepting literature. Thus from this it follows that there is no subject, not one, in the high school and college curriculum that should be taken by so large a proportion of students."

To make music serve the needs of students and to give it a

place of recognized standing with the other student activities on the campus, the following recommendations are made for the musical organizations on the Lutheran campuses:

1. Regular college credit should be granted to the work in music which is placed on a substantial basis and which gives evidence of real achievement.
2. More groups should be formed similar to the music club at Lenoir Rhyne, Wittenberg, and Thiel, to create a love and desire for music in those students who have no special ability in the art but who wish to cultivate a general appreciation.
3. An effort should be made in the colleges to introduce more group or community singing. A greater interest can be stimulated through contests.
4. The financing of musical organizations, especially the band, orchestra, and glee clubs, should be placed on better business principles.
5. Musical organizations with the aid of the college should make it possible for the students to turn their musical knowledge into a practical use. Many would find it easy to earn a part of their college expenses in this way.

Summary.—In summarizing the activities which are considered to have some relationship to various departments, certain conclusions are derived. Too many departmental clubs have been instituted. Some have originated as the child of the professor and others to meet the whimsical desires of students. Only those recognized by a committee of faculty and students as making a contribution to the social or intellectual life of the students should be encouraged. In many instances these clubs have no definite purpose and no vital program of activity. The program should be of such a nature that it will not be necessary to compel students to attend club meetings by using faculty pressure. A tentative program of the year's activity, made by the students in consultation with the adviser, will give members a better opportunity to judge the worth of the club. It will permit, also, departmental clubs to be more closely related to the complete student activity program.

The business principles used in departmental activities, particularly dramatics, music, and student publications should be improved. Students need to know how to handle money accu-

rately and intelligently. To prevent mistakes and to safeguard the honor of students entrusted to handle sums of money, books should be audited by a committee of students or by a member of the administration.

Departmental groups, as a section of other student activities, should appreciate the experience and advice of faculty members but should not be dominated by them. Advisers might become associate members of departmental clubs but even in this relationship they should not force their opinions upon the group.

Social Groups

Fraternities and Sororities.—

Of the twelve colleges considered, Carthage, Wittenberg, Gettysburg, Susquehanna, Thiel, Muhlenberg, Roanoke, and Wagner have fraternities. Of these eight, Gettysburg, Susquehanna, Thiel, Muhlenberg, Wittenberg, Roanoke, and Wagner have both national and local fraternities, and Carthage has only local. Midland, Newberry, and Waterloo have no fraternities or sororities. On every campus where there are fraternities and where there is coeducation, there are also sororities. A comparative grouping is on pages 310 to 312. Fraternities and sororities are listed according to college on pages 314 to 320. This leads one to wonder what percentage of the student body belongs to these groups. Wittenberg states that about fifty per cent of its students are members of fraternities and sororities, while from Thiel the initial survey report reads, "Since the fraternities and sororities include about ninety per cent of the student body, there is a great line of demarcation between the fraternity and non-fraternity members." The report from Thiel continues by saying, "Some freshmen feel this so keenly that they have left college because they are not selected." At Wagner where ninety per cent of the men are fraternity men, one student said, "Those who are not asked feel it bitterly, and go in for scholarship or other offices. They feel that they must be socially undesirable."

At Carthage where there are four local fraternities and three local sororities the total membership was stated as 147 in a student body of 310. Until 1926–27 their position had been somewhat anomalous. No official recognition was taken of them; they were neither forbidden nor recognized and regulated. They existed openly, yet they were never mentioned in official publications nor

made the subject of any faculty action. At Carthage the non-sorority girls were rather quick to show their resentment. Yet when one student was asked directly in regard to fraternities, she replied by saying that some students did not approve of fraternities and sororities but she personally had no objection. One girl who had spoken rather approvingly of them, although she was not a member herself, happened to walk downtown from the college with the interviewer. She admitted that the sorority girls went in cliques and caused much heartache. She also cited several instances of what she called snobbishness.

Efforts have been made to bring the fraternities and sororities into a relation of coöperative goodwill by means of an Inter-Fraternity Council, or a Pan-Hellenic Council.

Wittenberg College with its six national and three local fraternities, four national and four local sororities, has a Men's Inter-Fraternity Council and a Women's Pan-Hellenic Council. By the Inter-Fraternity Council which was organized in 1921, each fraternity is bonded for fifty dollars that it will not break the rules. It is stated that when violations occur this money must be forfeited. Lesser penalties are:

1. The fraternity must withdraw from the Inter-Fraternity Council for one year.
2. The fraternity must pay five dollars for each member pledged when rushing rules are broken.

The members of these fraternities say that the rushing rules are frequently broken, but that it is hard to get the fraternities to act on these violations against each other. The situation among the sororities and in their Pan-Hellenic Council is a similar one.

At Thiel College the Women's Pan-Hellenic Council has as its purpose, "to formulate rushing rules and see that they are obeyed, to make a central organization through which better spirit may be had." According to one of the rules of this Council, each sorority is bonded for fifty dollars. It was reported to be very difficult to secure exact and specific information which would cause the sorority to forfeit that amount. No sorority has ever been asked to turn in this bond. What has been said of the Pan-Hellenic Council may also be said of the Men's Council. If rushing rules are broken, the constitution says that they must forfeit the bond, but no cases have ever been reported.

Gettysburg, Carthage, Susquehanna, Wittenberg, Muhlenberg, Thiel, and Roanoke Colleges have also organized Inter-Fraternity Councils in an effort to establish a better understanding and goodwill between the fraternities.

At Carthage and Muhlenberg Colleges rushing is practiced the first semester. At Thiel College rushing is in the second semester. The president of Carthage College reports that Carthage is planning to change the rushing season to the second semester.

Dean Laycock, of Dartmouth College, states, "Personally I have reached the conclusion up to the present that there is no such thing as a good system (of rushing), which does not mean necessarily that there may not be one somewhere in the future." [16]

The expense involved in being a member of one of these social groups varies with the campus and according to whether the group is local or national. The statements of fraternity members who were interviewed indicate that there is a range of from twenty-five to fifty dollars per year at Thiel to one hundred and ten dollars at Roanoke. This amount, the fraternity members said, included initiation fee, national fraternity fee, local chapter fee, and the average yearly expenses. Two fraternities at Gettysburg and two at Roanoke quoted their individual expenses "at about one hundred dollars a year."

Since the twelve colleges considered come under the classification of small colleges, the following discussion will be made from that angle, without considering the place of fraternities and sororities on the larger college or university campus.

Earlier mention was made of the fact that only a portion of the student body belonged to these social groups. In considering whether it should be possible for more students to have an opportunity of deciding whether they wished to join, the following reactions are quoted. At Roanoke some of the fraternity men said that they felt that there should be no fraternities at all, but, if they existed, there should be more than the present number. Other fraternity members said there should not be more fraternities since the three already existing nationals use all the fraternity material. (Since this statement was made a local fraternity is being organized.) Reactions from the non-fraternity groups show that some feel that if there are social organizations there should be more. Others feel that college life would be improved if there

[16] Laycock, Craven, *The New Student*, Vol. 6, No. 17, January 26, 1927.

were none. At Wittenberg College the president of one of the leading organizations considered the fraternities to be unchristian, undemocratic, and superficial in their judging of men. He remarked further that he had a friend who was president of another important club and whom he liked personally but that they always disagreed over matters pertaining to their respective organizations.

Where social groups exist, the question arises whether the student puts college or fraternity first. At Wagner the answer to this question was particularly obvious. Here fraternity did come first with most of the men and Wagner could take what was left. Most of the men regretted that fraternities were ever allowed to organize on the campus which is small enough to give group social life to its students without the assistance of social clubs. Wagner has an enrollment of fifty students and the students reported forty-four to be the total membership of the two clubs.

Sometimes there exists so much antagonism between the groups that it breaks down the strength of the other organizations. At Susquehanna the president of one of the leading clubs said, "This school is too small for a fraternity. There are five cliques which show up at elections." At Carthage two men expressed the opinion that the antagonism among the various fraternities and sororities would make the success of any system of student government very dubious.

At Roanoke the president of one of the class organizations said, "There is a distinct feeling on the part of one fraternity toward another. Better men would be put in office if they belonged to the fraternity." This reaction makes an interesting comparison with that of the president of the student government association on the same campus. He said, "Fraternity politics are not as strong as some think. The president and secretary of the student government association are both non-fraternity men."

At Wagner when one of the students was asked if there had ever been an attempt made to bring the two fraternities together in an inter-fraternity organization, he said that nothing had been done because it would immediately meet defeat. He said that the members of the societies did not wish closer coöperation. It is difficult to see how the best college spirit can grow under such conditions. Something should be done to better this situation.

Fraternity housing: In a large university with a rapidly growing student body, fraternity houses help in the solution of the housing

problem. Since the twelve colleges considered are all classed as small colleges, housing is not a serious problem. Students living in fraternity houses (at Susquehanna, Wittenberg, and Thiel) say that the average living expense is about the same as that in a dormitory. A fraternity president at Susquehanna gave well the reason for the existence of these fraternity houses on the various campuses when he said: "Most of the men prefer to live in these club houses because they are more homelike, and have better accommodations."

Fraternities and sororities, like all other extra-curricular activities, have a relation to the main purpose of the institution. Whether they are as a whole an asset or a liability seems to be an open and much discussed question.

Instinctively man is gregarious and desires association. This instinct is shown in the early groups called the clan and the tribe. To-day this same drive is shown by young people in what is commonly termed the gang spirit. Among adults it takes the form of lodges and fraternities. Along with the instinctive desire for secrecy, the love of caste, and the desire for pleasure, this social instinct is responsible for the growth of college fraternities into nothing short of an institution. Those who have been active in promoting the growth of college fraternities have done so in the belief that they fill a need in the life of the young student. The fraternity substitutes for the social ties of home which are now lacking. It allows an outlet for social activity. It develops initiative in its members. It has ethical values because it places ideals before its members. It trains young people in the social life they will have after leaving college. It teaches them how to work and live together. All of these qualities are to be commended at any time they are found in individuals. The social order which man has established seems to be permeated with the cry for "liberty, equality, and fraternity," and this desire does not cease upon enrollment in college. However, the basis on which fraternities are organized tends, by its inherent nature, to curtail this tendency in the mass of students. Unfortunately this situation too frequently is found in the selecting of students for membership. Membership is often a matter of ability to make a good showing, to wear good clothes, to spend money freely, and to be a good fellow generally. A student may be a part of the unorganized group, but the moment he is pledged he takes on, in some unseen

and mysterious way, the characteristics of a superior person. He at once becomes a person of caste who no longer has any connection whatsoever with the large majority of those who have not been asked. Although a student may consciously try to remain the same as he was before he became a member of a fraternity, the non-fraternity students do not feel the same freedom with him and the inevitable barriers grow up. Such barriers are fundamentally a disadvantage to the best interests of all the students. The very means by which a fraternity is organized make it difficult for a campus on which it exists to remain democratic.

An arbitrary statement could not wisely be made as to whether fraternities should or should not exist. Some administrations have an attitude a *laissez-faire* toward them, others are formulating policies for their regulation and development, and still others are making plans for their substitution by more democratic groups called Student Unions. In some instances they are prohibited entirely. Until this year Carthage has had a *laissez-faire* attitude. Wittenberg has formulated policies for their regulation through fraternity councils.

Some campuses are so saturated with fraternities and their accompanying social activities that one is prone to think that some students may have the opportunity of being drunk with pleasure while others are thirsty. Considering that it was the original purpose of fraternities to give college students more social life, there are some instances where this reason for their existence can scarcely be justified. Wagner is small enough to give group social life to its students without the aid of secret organizations. The same is true of Roanoke and Thiel. As long as a student body is small enough to offer sufficient social life to its students it would seem that fraternities are not justified.

Some consider the basis on which secret societies are organized to be unchristian. If this attitude be taken, then it becomes a matter for serious consideration by the Christian college. Much can be done by the administration toward creating a spirit that is democratic, fair, and just.

Each of these colleges was established because its founders wished to accomplish certain things through the processes of education. Therefore, all student activities should contribute toward the accomplishment of this purpose of the college. Whether or not fraternities are making their contribution to this purpose is for

the administration, coöperating with the students, to consider and decide.

Other Social Groups.—

Social clubs which have not been classed as fraternities have been organized to contribute to the social life of the students. Alpha Kappa Sigma, a social group which is not considered a local sorority, is found at Lenoir Rhyne; a non-sorority organization, at Susquehanna; Ferncliff League, a social group of non-sorority girls within the dormitory, at Wittenberg; the German Club, composed of students interested in social dancing, at Roanoke; The Nutmeg Club open to students from the state of Connecticut, at Wagner; and The Collegian, a social group of all the students, at Waterloo.

Honorary Societies

Honorary societies are found in eight of the twelve colleges included in this study. Those colleges not having such groups are Lenoir Rhyne, Thiel, Wagner, and Waterloo. For a comparative grouping of the societies, refer to Table 228, page 310.

Societies which recognize the superiority of students along the line of scholarship in one subject are found more frequently than those which award the student on the basis of scholarship, activity points, and personality. The different phases of study which are so recognized and awarded are debate, chemistry, education, dramatics, and social sciences. Debate is the study most frequently recognized.

National Greek Letter.—

Tau Kappa Alpha: Tau Kappa Alpha, the National Honorary Forensic Fraternity, has chapters at Gettysburg, Wittenberg, Muhlenberg, and Roanoke. Concerning the chapter of Tau Kappa Alpha at Roanoke, the student handbook is quoted:

> Tau Kappa Alpha is a National Debating Fraternity well known throughout the east as one of the best promoters of extra-curricular activities. There are sixty-five active chapters in the United States, and Roanoke College is well proud of being numbered on the list.[17]

Members of this fraternity are chosen from those students who have successfully participated in oratorical contest and collegiate

[17] *Student Handbook,* Roanoke College, 1926–27, p. 39.

debate. In 1925–26 the chapter at Gettysburg College found only three students to be eligible but the following year seven met their requirements. The basis of membership of this chapter is higher than that of the other two chapters. "Qualifications are that the student must have won first honors in debate or participated successfully in two intercollegiate debates." The basis of membership at Wittenberg as stated in the college bulletin is the same as that of the Gettysburg chapter. The chapter at Roanoke College, organized in 1917, has fourteen members who were selected on the same basis. Each member of the Roanoke chapter pays fifteen dollars initiation fee. This covers the cost of initiation functions and the emblem of the fraternity, the key. Besides having full charge of college debate, the members constitute a debate council. This council arranges the plans for all intercollegiate debates. The eight different chapters of Tau Kappa Alpha in the state of Virginia have organized into the State Tau Kappa Alpha Association. This group meets and arranges the debate schedule for the year. One of the Tau Kappa Alphians of the Roanoke chapter is state president.

Pi Kappa Delta: Pi Kappa Delta, also a National Forensic Fraternity, is found at Carthage and Newberry. It is organized for the same purpose as Tau Kappa Alpha. Members are selected on the same basis, that is, successful participation in intercollegiate oratory and debate. The chapter at Newberry College was organized in 1921 and the year this study was made it had 16 active members. Two members of the faculty are charter members. Meetings are not held regularly, but are called for the purpose of selecting new members and for initiation. This group plans no constructive program outside the arranging of debates.

Kappa Phi Kappa: Kappa Phi Kappa, the national educational fraternity, has chapters at Wittenberg and Gettysburg. The chapter at Wittenberg was organized in 1923. Membership is elective and is confined to those who are specializing in educational work and expect to enter the teaching profession. The chapter at Gettysburg which has twenty-three members makes its basis of qualification more definite. It requires interest in the teaching profession, an average grade of B, and a major part in at least one campus activity. The initiation fee is fifteen dollars, and dues are two dollars. This group holds its meetings biweekly. At the regular meeting persons prominent in educational work are invited to

speak. Arrangements for the annual Mothers' Day and annual Fathers' Day are also made by this group. In 1927 the Sixth General Assembly of the fraternity met at Gettysburg College.

Phi Beta Kappa: Gettysburg College is the only campus which has a chapter of Phi Beta Kappa. This national scholastic honorary fraternity, which dates its founding in 1776, came to Gettysburg in 1923. No facts were available concerning its functioning as a factor in the life of the college.

Chi Theta Delta: The only organization, Chi Theta Delta, which recognizes superior ability in chemistry is found at Wittenberg and Carthage. The honorary chapter at Wittenberg was in process of organization in 1927–28 and therefore is considered a departmental club in this study. This chapter at Carthage is Alpha Eta. Membership is elective on the basis of "students majoring or minoring in chemistry who have completed three semesters of the science with a grade not lower than B, and who are enrolled for the fourth semester." The dues of this organization are three dollars a year. One dollar is sent to the national chapter. There are no social functions except the initiation banquet for which a special assessment is made. At the regular meetings lectures and discussion topics all along the line of recent developments in chemistry are presented. Programs are made out for the semester. Attendance is compulsory, and a fine is charged for absence.

Theta Alpha Phi: The only honorary organization giving recognition to dramatic talent is Theta Alpha Phi, a national fraternity at Wittenberg. This group was organized in the hope of bettering college dramatics. Members qualify by participating in plays given by the dramatic club. Both men and women are eligible.

Phi Mu Alpha Sinfonia: Phi Mu Alpha Sinfonia, national honorary society in music, was organized at Wittenberg in 1927. Membership is open to both men and women.

Local Greek Letter.—

Pi Gamma Mu: Pi Gammu Mu at Susquehanna College is an honorary organization which recognizes superior ability in the social sciences. An average of ninety per cent in all subjects in that department is required for membership. Members are selected and elected by the unanimous vote of the faculty.

Sigma Alpha Iota: Talent in music is recognized by Sigma Alpha Iota at Susquehanna. It was organized in 1925, and now

has a membership of twenty-three. In regard to its activity as a club, only social functions were mentioned.

Theta Gamma Epsilon: In 1927 Theta Gamma Epsilon, a local honorary journalism fraternity, was organized at Midland College. It states its purpose to be to promote a greater interest in journalism among the students of the college, to reward the efforts of students whose work along journalistic lines has been outstanding, and to coöperate with the college board of elections in selecting the editor-in-chief and the business manager of all the student publications. Membership is selected from the junior and senior classes. "A minimum grade of C in four hours of college journalism, a record of excellent service for one year in a major position of the staff of one of the Midland publications, or two years in a minor position on the staff of one of the publications. The clause concerning a minimum grade of C in four credit hours of journalism will take effect in 1929." A student meeting these qualifications must receive the vote of two-thirds of the membership. This fraternity held in 1927 a contest for the high school newspapers of Nebraska. Each school entering the contest was requested to submit three consecutive papers. It is hoped that the establishment of this honorary fraternity in journalism will do much toward the improvement of the college newspaper.

National Honorary (Non-Greek Letter).—

Blue Key: Blue Key at Midland is an organization which recognizes scholarship, character, and leadership. New members are chosen by the active members. A list of names and grades of all sophomores carrying 12 hours of work is obtained from the registrar's office, and members are considered from the threefold point of view. Honorary societies which recognize the all-round student are to be commended.

This group acts as an advisory council, and as an intermediary between faculty and students. The members talk over matters of interest to the whole school and present recommendations to the president or to any one particularly concerned in the issue. The group endeavors to bring about coöperation between the various factions on the campus, as in athletics, debate, and the like. The interviewer was told that the office of the president of Blue Key was the highest honor on the campus, except the recognition given a student by the popularity vote of the student body.

This organization is considering proposing the abolition of examinations. Already the school is said to be about evenly divided on the question. This group almost unanimously favors the Dalton plan of recitation for juniors and seniors. These men are sensing a need for improvement in classroom instruction but there is some question as to how well they are informed about methods for improving it. Blue Key also sponsors at Midland a debate tournament for the high schools, a newspaper contest, a dramatic contest, and a basketball tournament. The group has made plans for advertising the school by sending out students to talk, by inviting athletes to the campus, and by placing banners on the buses. Blue Key has done much in standardizing football, basketball and track at Midland. The constructive program which this group is carrying on is highly commendable.

Blue Key at Wittenberg is a boosting club. It is an outgrowth of the Boost Wittenberg Association and attempts to hold the campus together through a unified spirit.

Scabbard and Blade: This National Military Fraternity is found only at Gettysburg and exists in connection with the military training department. Further information was not received.

Local Honorary Societies (Non-Greek Letter).—

Seven local honorary societies are found in these colleges. The Aegis Society, founded in 1926, was organized at Roanoke for the purpose of recognizing scholastic attainment and leadership in various campus activities. In the proposing of names for membership the faculty presents two more than the ten to be chosen and the men pick those whom they consider to be most congenial and worthy. Three members are elected from the faculty. These are chosen by the students on the basis of their interest in students and student activities. Meetings are held regularly, and problems in education are discussed.

Gettysburg College has two local honorary societies: Blue Crocodiles, which recognizes the superior ability of students working on the publication staffs; and Pen and Sword, composed of the men who have been leaders in musical, athletic, literary, and religious activities.

Wittenberg has four local honorary societies. Three recognize prominent all-round students in the different college classes. Members select students from the next ranking class to succeed

them. Skull and Chain, the senior men's honorary society, chooses its members from the junior class, and Pick and Pen, the junior men's honorary, draws from the sophomore class. Arrow and Mask, the senior women's honorary, has the same basis for the selection of its members. Scroll and Quill is a club for the men in journalism.

Summary.—

One way of measuring the intellectual enthusiasm of a college is by its number of honorary societies. If this criterion were accepted, Wittenberg would rank first with ten and Gettysburg second with six. Midland, Susquehanna, and Roanoke have two and Carthage, Newberry, and Muhlenberg have only one. Lenoir Rhyne, Wagner, and Waterloo have none. Of the twenty-five honorary societies found in these colleges, Gettysburg and Wittenberg have sixteen, or more than three-fifths of the entire number.

Honorary societies which recognize leadership, executive ability, and other varied interests as well as scholarship are to be commended. They can do much toward raising the standards of achievement in the colleges and creating respect and appreciation for the activity they represent.

Religious Organizations

This group of organizations differs from many student activities in that practically each one of these links up with a larger organization. The Luther League is not merely a club on one campus; it is a national organization. The same is true of the Young Men's and Young Women's Christian Associations, The Student Volunteer Band, and The Lutheran Student Association. Some of these organizations such as the Young Men's Christian Association and the Young Women's Christian Association at Wittenberg, Clericus Club at Roanoke, and Student Volunteer Band at Midland, are wide awake and justifying their existence. Others are merely existing and even the membership is questioning whether they should continue. This is true of the Young Men's Christian Association and the Young Women's Christian Association at Midland. Elsewhere they have been revived or instituted in the last two years. Examples of this are the reviving of the Student Volunteer Band at Gettysburg and the organizing of the Young Men's Christian Association at Thiel. There are cases in which the bulletin

speaks of an organization as functioning when the students say it is dead. Such is the case in the Student Volunteer Band at Lenoir Rhyne and the Young Women's Christian Association at Midland. The variance between the report according to the college bulletin or the handbook and what the students reported to the interviewer, frequently causes confusion regarding the actual facts. In such cases both the bulletin's report and the interviewer's report will be given in this study in order to avoid any unfair interpretation.

Luther League.—

The Luther League is found at four different colleges. Those which are not supporting such an organization, according to all available facts, are Gettysburg, Midland, Susquehanna, Muhlenberg, Waterloo, Thiel, Roanoke, and Wittenberg. The interviewer's report from Wittenberg included "Young Peoples Societies at the Churches." This may include a Luther League but the Survey Staff did not find a definite statement to this effect. The Luther League is the one organization which serves as a link between the college and the town through the median of the church. The meeting place of the League is frequently in a downtown church, although the majority of its members may be students. At Wagner College the league is the only religious organization. The purpose of this group is, "To foster Christian spirit and develop Christian leadership." In the *Kallista,* the college annual, the following description of this organization is given: "The simple delight and edification which the members of the Wagner Luther League derive from its meetings are surpassed by no other organization. It is the only thoroughly democratic body on the hill and offers to each of its members an opportunity of conducting services and addressing the League. It is deeply religious in character and is exercising a wholesome influence on its members." The purposes of the Leagues at Newberry, Carthage, and Lenoir Rhyne are not available.

The membership of these Leagues varies. The students of Wagner report that one-third of the college is on the active membership list. This would mean an enrollment of seventeen. The president of the League said that a greater number took part in the meetings. The Luther League at Carthage College is not strictly a student organization but last year all its members were

students. Most of its members are those who are not in fraternities and sororities. The president of this League, however, was a fraternity man last year. The attendance varies from forty-five to fifty. The League at Lenoir Rhyne was organized in 1923. It has a membership of sixty-five and meets every Sunday afternoon in the college church. At Newberry the League is stronger than the Christian Associations. Although no figures were available as to the size of the membership and the attendance, the interviewer reports that the attendance at the meetings of the League exceeds that of the Young Women's Christian Association and Young Men's Christian Association. This may be explained in this particular situation by the fact that the men and women may attend the meetings of the League together. The Staff is aware that little distinction is made by the college bulletins, handbooks, and consequently by the survey report as to whether the League is a campus organization or a church organization. For this reason students in other colleges may have access to membership in a League at the downtown church.

The Leagues at Newberry and Lenoir Rhyne hold their meetings regularly on Sunday afternoon at the church. The group at Carthage meets at the church on Sunday evening. The devotional meetings of the League at Wagner are held regularly. Besides conducting services in their own League, the members exchange services in other Leagues. There is a visiting committee whose function it is to acquaint this league with what other groups are doing. Joint meetings are held with like groups.

The programs of the groups at Lenoir Rhyne, Carthage, and Newberry follow very closely the topics given in *The Lutheran.* No facts are given concerning the nature of the devotional meetings at Wagner. All of these groups center their activities in their weekly meetings. The groups at Newberry, Carthage, and Lenoir Rhyne maintain no program of activity outside these meetings.

At Carthage dues of one dollar each semester are paid. These are used for the following purposes: traveling expenses of delegates to conventions, dues to the national organization, support for the Nachusa Orphanage, and social affairs. At Wagner dues of twenty-five cents per month are charged. Money collected by this means is used for missionary purposes. The manner in which the groups at Newberry and Lenoir Rhyne are financed was not reported.

(1) To lead the students to faith in God through Jesus Christ.
(2) To lead them into membership and service in the Christian church.
(3) To promote their growth in the Christian faith, principally through prayer and the study of the Bible.
(4) To influence them to devote themselves in united effort with all Christians to make the will of Christ effective in human society and to extend the kingdom of God throughout the world.

The handbook of Wittenberg College says:

> With this high purpose as its guide the Y. presents to every male student who enters Wittenberg the opportunity of taking his stand with the best things that academic life can offer, and in this respect the association mirrors the ideals upon which the school is founded. By leading men to accept Christ as a personal Saviour, and thus promoting growth in Christian character, the Y. hopes to prepare college men for greater world service when campus days are over.

The Roanoke Association does not definitely state religious objectives; it states its aim, "to help develop better life on the campus through wholesome recreation." As a means of achieving this aim the Young Men's Christian Association hall is equipped with a pool table and victrola which are for the use of all students.

According to the student handbook of 1926–27, the local Association at Muhlenberg "attempts to organize and render more effective the voluntary religious work at Muhlenberg College." Its purpose is: (1) To promote growth in Christian character among the students of Muhlenberg; (2) to enlist them in Christian service, both in the college and in other communities; (3) to obtain for students positions in the community; (4) to aid in promoting a true brotherly spirit on the campus. Following this statement of the purpose and objectives of the organization it continues:

> It is not the aim of the Association to develop hyper-reverend and sanctimonious individuals; but to assist all in living the kind of life that is useful to all mankind and to make Christian living the ideal life of service, cleanliness in action and of word, and a genuine pleasure.

The written purposes of the Associations at Thiel and Midland were not available.

These organizations vary greatly in the length of time they have been in existence. The Carthage College Association states in the

college bulletin of 1926–27 that it is the oldest student organization in the state of Illinois, having been organized in 1875. The Association at Gettysburg, according to the college handbook, has been a leading organization since 1867. At Wittenberg the Young Men's Christian Association is the oldest organization on that campus, having been organized in 1885. The Association at Thiel has just closed its first year of activity.

In eight of the nine different groups, students automatically become members upon registering, or upon the payment of the stated dues. The exception is at Roanoke College where students upon registering become associate members. To become an active member the student must sign the stated pledge and express his desire and intention of actively supporting the Association. The active members "shall be responsible for the work of the Association and the policies thereof shall be guided by their recommendations."

The nature of the so-called devotional meetings varies widely. The Association at Midland College has no prearranged program and no leader for the meetings. Anyone present may bring up a question in which he is interested and the group will discuss it. With the exception of this group and the Wittenberg group, which does not meet regularly, the Associations meet weekly with a prearranged program. These programs include from time to time discussions on campus problems, political questions of national and international scope, talks by students, faculty and out-of-town speakers. The attendance at these meetings is in every case a small percentage of the membership.

In each of the nine Associations, officers are elected by the student body and the president of the Association appoints the cabinet. When faculty control of the Association is strong the appointment of the cabinet by the president becomes theoretical. The size of the different cabinets varies from eight to sixteen members. The Wittenberg Association has a cabinet of sixteen members organized according to these divisions: Bible study, boys' work, church relations, deputation, intercollegiate relations, membership, social, new student, program and publicity. The organization of the other cabinets follows the same outline varied to fit individual needs. The nature of their activity is similar. Besides what the Association hopes to do through the medium of its devotional meetings it also hopes to serve the college and community through organized

committees. The work which is done by the committees of the nine cabinets includes the organization and teaching of Bible study groups and Sunday school classes, mission work and social service, conducting Morning Watch, carrying on Big Brother movement; fostering Mothers' Day plans, Freshman Week, vesper services, conducting chapel occasionally, working jointly in publishing the handbook, maintaining a public reading room, and putting on all-college social functions. Besides the types of work usually done by such associations, the group at Susquehanna shows a definite linking up with the Student Council. The cabinet of the Young Men's Christian Association occasionally holds joint meetings with the Student Council. At these meetings suggestions are made of ways in which the Young Men's Christian Association can help to promote what the Council is hoping to do. Members of the Young Men's Christian Association become self-appointed proctors in the dormitory, in coöperation with the Student Council. At Roanoke the men brought the Hampden Negro Quartet to the campus as a step in breaking down race prejudices. The Association at Gettysburg College has its own building, the Robert Weidensall Young Men's Christian Association Hall, and a full-time secretary. According to the report by the students, the secretary's post was vacant at the time of the interviewer's visit. According to the college bulletin this building is now in use and $13,000 of the total cost of $80,000 has been paid. The money has been donated by the Women's League, an organization of the mothers of those who are members of the Young Men's Christian Association. The chapters in the different towns have met and worked to raise money to pay on this building. This is the only Association which has its own building.

Budgets are maintained in three different ways: through the Student Chest, through the Student Activity Fee, and by means of dues. The Associations at Wittenberg and Midland are supported by the Student Chest. The Wittenberg Association draws from the Chest a budget of $800. The Midland Association was to have received $120 for the year 1926–27 and would have paid $70 for state and national dues, but when it withdrew from the national organization this money was left in the Chest. The Associations at Newberry and Roanoke are maintained by a portion of the Student Activity Fee. The Student Activity Fee which is paid by all students when registering at Newberry is $15. Of this

amount $2.50 is turned over to the Young Men's Christian Association. The fee at Roanoke is the same, $15, $1.00 of which is turned over to the Young Men's Christian Association. The Associations at Muhlenberg, Carthage, Susquehanna, Gettysburg, and Thiel are maintained by dues, sales, and proceeds from entertainments. According to the Gettysburg freshman handbook, the budget of the Association was $1,500 in 1927. According to the students it was, for that same year, $150. The preceding year its budget had been $450. The students say that the amount collected depends upon the personality and ability of those students who manage the campaign. The budget of the Association at Muhlenberg was $560 for 1927. At the close of the school year there remained a balance of $24, the first balance in four years. Although there is a Student Activity Fee of $20 at Muhlenberg, the Young Men's Christian Association receives no apportionment. The figures of the budgets of Wittenberg, Midland, Gettysburg, and Muhlenberg only were available. The different purposes for which money is stipulated in these budgets are, support toward a foreign college or Young Men's Christian Association on a foreign field, dues to the national organization, printing (including the handbook), social affairs, traveling expenses of delegates to conferences (this is sometimes a loan fund), and benevolences.

At Wittenberg the dean of men is the faculty adviser. At Gettysburg the football coach has been chosen by the students for this office. At Carthage one faculty adviser is elected with the officers to serve one year. He may be reëlected if the Association desires, but the Association is free to choose a new adviser each year. This adviser attends cabinet and committee meetings, and has a vote with the rest of the cabinet. At Susquehanna all the faculty are members. There is one who is designated as faculty adviser who meets with the cabinet when it requests some special advice. There is no faculty adviser at Muhlenberg. The president of the Association consults with the president of the college concerning matters of policy. The student pastor is closely related to the Association. The reports from Newberry, Roanoke, Thiel, and Midland contained no information concerning advisers.

Young Women's Christian Association.—

These various Associations are not strong and important organizations. Six of the eight colleges attended by women have such

committees. The work which is done by the committees of the nine cabinets includes the organization and teaching of Bible study groups and Sunday school classes, mission work and social service, conducting Morning Watch, carrying on Big Brother movement; fostering Mothers' Day plans, Freshman Week, vesper services, conducting chapel occasionally, working jointly in publishing the handbook, maintaining a public reading room, and putting on all-college social functions. Besides the types of work usually done by such associations, the group at Susquehanna shows a definite linking up with the Student Council. The cabinet of the Young Men's Christian Association occasionally holds joint meetings with the Student Council. At these meetings suggestions are made of ways in which the Young Men's Christian Association can help to promote what the Council is hoping to do. Members of the Young Men's Christian Association become self-appointed proctors in the dormitory, in coöperation with the Student Council. At Roanoke the men brought the Hampden Negro Quartet to the campus as a step in breaking down race prejudices. The Association at Gettysburg College has its own building, the Robert Weidensall Young Men's Christian Association Hall, and a full-time secretary. According to the report by the students, the secretary's post was vacant at the time of the interviewer's visit. According to the college bulletin this building is now in use and $13,000 of the total cost of $80,000 has been paid. The money has been donated by the Women's League, an organization of the mothers of those who are members of the Young Men's Christian Association. The chapters in the different towns have met and worked to raise money to pay on this building. This is the only Association which has its own building.

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Young Women's Christian Association.—

These various Associations are not strong and important organizations. Six of the eight colleges attended by women have such

groups. Lenoir Rhyne and Gettysburg are really the only colleges where the young women have not organized such an association. The reports indicate that each of these groups is a branch of the national student Associations. The purpose follows the one outlined by the national organization, which is similar to the purpose of the Young Men's Christian Association. (See Part V, page 428.)

The Susquehanna and Wittenberg Associations have drawn up purposes for their local Associations. The Susquehanna handbook states that the aim of that Association is threefold: (1) service for others; (2) campus friendliness; and (3) world comradeship. "With these three aims it is the purpose of the members of this organization to help each other in living the Christian life that the spiritual outlook may be broadened." The handbook of Wittenberg College includes this statement, "The Wittenberg Young Women's Christian Association has a great purpose, that being 'to live unreservedly Jesus' law of love in every relationship of life and so to know God'." According to this handbook:

> The Association aims to meet the needs of the women on the campus in the following three ways:
>
> 1. To promote friendship and school spirit.
> 2. To furnish training in Christian leadership.
> 3. To care for the spiritual nature of the girls through the weekly devotional meetings.

The purposes of the Associations at Thiel, Newberry, Carthage, and Midland were not available to the Staff.

Membership in the Young Women's Christian Association is open to all. The attendance at the devotional meetings of the various Associations is barely one-half of the membership. There is no instance in which the attendance is above forty. The Carthage Association boasts a membership of one hundred students. It is customary to join and a girl on that campus would hardly be popular if she did not do the customary thing. At Thiel the membership is eighty and the attendance varies from thirty to forty. The Susquehanna group is practically inactive. The membership figures are not given, but the students reported to the interviewer that the attendance at the devotional meetings is about twenty-five. The Midland group became inactive in 1926; there have been continuous attempts to revive it. During the last two months of its activity the attendance at the weekly devo-

tional meetings was three or four. No mention is made of its number of members. No figures are available concerning the Wittenberg group.

These organizations are maintained by three methods; the Student Chest, the Student Activity Fee, and dues. The Associations at Midland and Wittenberg are maintained through the Chest. The amount of the Young Women's Christian Association budget at Wittenberg is $800. No figures are available concerning the budget at Midland. The only Association which is maintained through the Student Activity Fee is found at Newberry. A Student Activity Fee of $15 is required of every student upon registration. A portion of this fee is turned over to the Young Women's Christian Association. No figures were available concerning the exact amount, nor details of the budget. Those Associations which are supported by dues, sales, and proceeds from entertainments are found at Carthage, Susquehanna, and Thiel. In instances where dues of the Association are paid the amount varies from $1.00 to $1.50 a year. At Carthage the interviewer's report says, "There are no dues, but most girls pledge $1.00 when they join." Last year over $800 passed through the treasury. The sources of income are individual pledges, a Christmas bazaar which usually brings in about $100, candy sales, sales of Christmas cards, memory books, college stationery, and the like, and a Japanese sale to raise the missionary pledge. Carthage College made the president of the college a patron of the Andhra College in India by pledging $1,000 to its support. Of this amount the Young Women's Christian Association has paid off $100 and the entire group of young women of the school has paid $100. The amount of dues of the Susquehanna Association is not available, but about three-fourths of the students make some voluntary contribution, usually twenty-five cents.

Meetings are held weekly except at Midland where the Association, according to the handbook, meets biweekly. The students reported to the interviewer that in the fall of 1927 meetings were scheduled but only three or four students attended. Since that time there have been no regular meetings and the Association has become inactitve. The devotional meetings of the different Associations all follow similar form: singing, religious service, followed by discussion of campus problems, political questions, situation among foreign missions, talks by ministers or faculty

members, short plays, and occasional convention reports. At Susquehanna one meeting each month is of a social nature. In addition to the regular devotional meeting the members at Carthage College hold prayer meetings weekly in one of the dormitories, Denhart Hall. This custom arose from the feeling "that the college needs special help in raising $175,000 and for deepening and broadening the spiritual life of the college."

Besides the usual four officers each Association has an undergraduate representative. The cabinets of these groups vary in size from six to nine members. The types of work which these Associations purpose to do is indicated by such departments of the cabinet as the following: program, missions, social service, publicity, industrial, community relations, world fellowship, and freshman commission. The actual program of activity which these groups follow is not definitely outlined, and varies with the strength of the group. Each of these organizations is in need of a constructive program. At Newberry the Young Women's Christian Association is not so conspicuous as one would expect it to be. The Association at Susquehanna College is practically inactive. The majority of students regard it as a good thing, yet are passive about it. The president of the Association thought that the chief value was to those who led the devotional meetings. For a president to admit this shows her individual strength, which may in a measure account for the weakness of the Association. The only activity reported by this group was the planning and carrying out of a May Day program.

The Association at Midland is also practically dead; it too maintains no constructive program. It is generally agreed among the students that in the fall of 1924 both Christian Associations at Midland were fairly actitve. The students say that the present state of inactivity dates from the fall of 1925 or the previous spring. Until two years ago chapel was held four days a week, the remaining day being left open for the meeting of the two Associations. The president of the Young Women's Christian Association thought that the withdrawal of this privilege was sufficient reason for their decline. The religious atmosphere savours of compulsion. The campus does not seem deeply religious in a vital sense. Any organization in which attendance is voluntary might suffer in the midst of a student body tired of being compelled to attend religious services. These reasons undoubtedly

account in a large measure for the inactivity of this group. This organization does not produce any measurable effect on student life and student thinking. No information was available concerning the activities of the groups at Wittenberg, Thiel, Gettysburg, and Carthage, except those activities listed in the following paragraph.

These various Associations list in their program of work the following: Big Sister movement, Bible study, social service work, World Fellowship club, support toward some foreign college or missionary, prayer meeting, social functions, and the publishing of the handbook jointly with the Young Men's Christian Association.

The Association at Carthage College shows the effect of faculty control and dominance. The dean of women considers it to be by far the most important and flourishing organization on the campus. Particularly it was mentioned that the women's organization was far more successful than the men's. There is little coöperation between the Young Men's and Young Women's Associations as they are existing. The men felt that the two associations were running on different principles. They said that although the Young Women's group did boast of a hundred members, its size and apparent prosperity were not evidences of real vitality. The faculty adviser and members of the women's Association expressed a regret that the spirit of the men's Association was "not so high." They felt that the men's Association was suffering from lack of faculty leadership and that coöperation between the two groups would not be wise because "the men did not have such high ideals." The men resented equally the fact that the women's Association was run by the faculty. No facts were available in regard to faculty advisers of any of the other Associations.

Ministerial Groups.—

Students have banded together at Midland, Roanoke, Gettysburg, and Wittenberg in the interest of ministerial work. The Ministerial Association at Gettysburg College was organized five years ago. It has not attempted to enter campus activities. It fulfills its reason for organization in its biweekly meetings. These meetings, which are usually a lecture by some minister, are open. At Lenoir Rhyne College the young men who have definitely decided to enter Christian work have formed the Diakonian Club.

They meet Sunday at the Sunday school hour. Roanoke's strongest religious group is Clericus, a member of the Virginia Student Ministerial Association. All who have definitely decided to enter the ministry are eligible. Although it has been in existence many years it has functioned as an organization only within the last four years. It now has fourteen members, seven of whom are Lutherans, the rest being Episcopalians, Presbyterians, Baptists, and Methodists. Its meetings are of a religious nature, consisting of a service followed by discussion of some campus problem. Dues to this organization are $3.00 per year. Fifty cents of this amount goes to the Student State Ministerial Movement. Some is paid out for refreshments and stationery. In 1927 the state organization had a three-day conference at Roanoke. The president of Clericus is secretary-treasurer of this body. Clericus is much stronger than the Young Men's Christian Association. Plans for the cooperation of these two organizations are being discussed.

At Wittenberg College the Gospel Teams and Deputation Groups are quite active. The students in these groups conduct services at the churches in and about Springfield. Wittenberg is the only college which rewards its students for achievement along religious lines. This is done by awarding annually a religious "W" to each of a few students in recognition of superior service. The committee making these awards is composed of the three deans and those students already wearing the "W."

Denominational Groups.—

The religious groups at Lenoir Rhyne show a close relation to the Church. Those which are directly an outgrowth are: St. Andrew's Sunday School at the College Church, the Good Hope Missions Sunday School, and the Christian Service Crusaders. The Christian Service Crusaders was organized in 1927. It aims to show that Christianity can be applied to everyday life in a practical and useful way. The members of this group conduct Luther League services at the Mission Church, hold story hour at the Children's Home, teach Sunday school classes, and prepare religious programs for the church and other groups. Any student is eligible. The membership is about fifty. The interest was reported to be high. There is a general acceptance by the students of this religious atmosphere. Apparently it never occurs to anyone to be an agnostic. At Wittenberg College the Volunteer Mis-

sion Study Class meets regularly during the second semester. The Lutheran Student at Wittenberg is a branch of The Lutheran Student Association of America. As a national organization it

> . . . endeavors to care for the spiritual and material welfare of Lutheran Students at colleges and universities by helping to keep such students with the church, by fostering Christian fellowship and by affording the means whereby Lutheran Students may consider and act upon their problems in conformity with the common faith of the Lutheran Church of America. Every Lutheran student on the campus of every institution of higher learning in America is a member of The Lutheran Student Association of America.

At Midland College the Young Ladies' Missionary Society limits its membership to the occupants of East Hall Dormitory. The purpose of this group "might be embodied in the word service." The group works jointly with the Women's and the General Mission Society of the Church. It is financed through the Student Chest. It supports two native students in India.

Any student upon registering at Waterloo College automatically becomes a member of the Missionary Society. Regardless of their interest in missions, $1.00 is collected from all students, by the college bursar. Money thus obtained may go to any project which the society may choose. At present it is supporting a worker in India. The amount of the budget varies but it is said to be between $250 and $300. The discussion group meetings were not successful last year so the usual monthly meeting is not being held this year. There are no meetings, no study groups, and no activity program. The chief purpose of this group, aside from disbursing its funds, is to hold services in the various churches throughout the synod. At these meetings the older members of the society present the cause of missions and take up a missionary collection to help with a budget. Opinions at Waterloo differ as to the wisdom of this policy of compulsory support. By such a plan the students' interest is not increased as it might be if they were induced to make a voluntary contribution. The society is not even given the stimulus of having to justify its existence, since its dues are assured under all circumstances. Training in making plans for raising money and for convincing others of the importance of the issue is also lost.

Chapel: Of the sixteen institutions thirteen report that attendance at chapel is required. Waterloo states that attendance

is "expected," Wittenberg reports that attendance is "urged, not required," and Carthage reports that attendance is "required of freshmen." At Muhlenberg College each class meets together in its own chapel service, and the entire student body meets one day each week. The chapel service is largely devotional, with or without a special speaker. This speaker is most often a minister. The students feel that in consideration of the Jews, Catholics, and various Protestant denominations represented, there should be representatives from other than Lutheran churches. On Friday of each week the Young Men's Christian Association Cabinet aids in conducting the chapel service. Although attendance is required, because of the variety of the program the students do not openly object.

The catalogue of Gettysburg College says:

> Every student rooming under college regulations is required to attend, on week days, a prayer service at 8:45 A.M. in Brua Chapel. When absent in any semester 15 times, the student is warned, and if absent 21 times he is suspended for two weeks.

According to the students, this ruling is enforced just as it is stated. Most of the students take their cuts the first two weeks of the term. A petition to discontinue compulsory chapel was started but it was dropped. The president says:

> If the students will not attend chapel, they cannot stay in college. About certain things the bars go down and the students know they are down to stay.

At Susquehanna College the students object strenuously to compulsory chapel. The service which the Survey Committee attended seemed to lack the spirit of worship and opportunity for mental and spiritual growth. The students were inattentive and the speaker was practically inaudible to those in the rear of the room. The talks were such as might be made to a group of pupils of the elementary school. In previous years the students have made known their objection to compulsory attendance. Now they feel that they have lost in their fight for voluntary attendance and have settled down to the inevitable. The following are some of the student reactions:

> Chapel every day is monotonous. Better to have it three days a week and a little longer and more interesting.

No one raised the issue of compulsory chapel this year because nothing happens if one does stay away.

The speakers ought to talk louder. The Freshmen often can't hear the announcements, and disobey rules because they didn't hear them.

At Midland College where chapel is compulsory five unexcused absences debar a student from college for two weeks. Ten unexcused absences are cause for his dismissal. The program consists of the usual religious service followed by a speaker. The student says that sermonizing and exhorting are so common that they no longer arouse much interest. The day the Survey Committee attended the chapel service one-half the period was utilized by the young women of East Hall Dormitory to advertise a carnival to be held that evening. There was little evidence of religious interest throughout the entire period.

Midland has made an effort to put the religious groups on a cooperative working basis by organizing the Federation of Christian Organizations. This is composed of one representative from each of the different religious organizations. Its purpose is to unite them and so better meet the religious needs of the college.

Wittenberg is the only United Lutheran College which has centralized its organizations under a religious director. Although the office at present is reported vacant, its purpose, the ways and means of carrying on its program, the relationship of this program to the churches, and what has already been done to put this program on a working basis are found in the Report of the Director of Religious Activities (to the president) of November 19, 1926. None of the other United Lutheran Colleges are large enough to warrant the financial expenditure necessary for the creation of such an office. Much could be done, however, by the dean of men, dean of women, or the student pastor in welding together the religious activities so as to make them effective in the social program.

Summary.—The foregoing discussion of these activities shows practically no coöperation between the religious groups, too much routine and too little vitality, and too little effort toward actively applying religious principles in practical situations. It also shows that voluntary attendance at religious organizations is being smothered because of too great insistence on compulsory attendance.

These colleges differ in their religious enthusiasm. Wittenberg, Gettysburg, and Roanoke gave the impression of being more lib-

eral and modern in their thinking. On the other hand, Waterloo, Newberry, and Wagner seem particularly conservative.

Miscellaneous Clubs

Wittenberg with a student body of 964 has twelve departmental clubs. Those which have not already been mentioned are the Psychology Club, the Educational Club, and the Business Administration Club.

At Midland College there is organized a club called Primary Education. Membership in this club is open to those who expect to receive diplomas in the department of primary-kindergarten. Its purpose is to "familiarize its members with the trends in modern education as developing in the leading schools of the country." One wonders if, when the purpose of this club is followed, it does not become a subject fit for classroom activity rather than being a supplement to the classroom.

Midland College has two other groups which have not been placed under any of the foregoing divisions. They are the Eureka Society of the Department of Commerce, and the club for the development of photography.

There is one radio club, which is found at Gettysburg. It has its own broadcasting station.

At Muhlenberg twelve men interested in chess have started a tournament among themselves. This group has not the intention of attracting other members.

At Newberry the following clubs are organized: Newberry County Club, Midnight Raiders, New Dormitory Club, Presidents' Club, Saluda and Lexington Club, Prosperity Club, Silver Street Club, Etiquette Club, Batesburg-Leesville Club and the Cosmopolitan Club.

Gettysburg has two clubs which are not listed under any department; they are the Rifle Club and the "G" Club.

CHAPTER V

CONCLUSIONS

Findings

This investigation of the status of non-athletic extra-curricular activities as they function in the United Lutheran colleges has revealed a great lack in the methods of selection, organization, and unification of such activities. Among the findings are the following:

1. Students show a great interest in group activity, as is demonstrated by the large number of clubs.
2. No special effort has been made to select or regulate the number of clubs, and no adequate method has been devised to limit student participation in them.
3. The accounts of expenditures in student organizations are not audited.
4. In general, no adequate provision is made for offices and rooms for student organizations.
5. In the supervision of their student bodies, the colleges lack governing policies which are based upon democratic principles.
6. Each specific organization is a unit within itself and has only slight, if any, relationship to the other student activities.
7. Little attempt is made to bring extra-curricular activities under a central organization so that they can be more adequately used for educational purposes.
8. In these colleges no member or committee of the faculty is delegated the power of directing the student activity program as a whole in a manner similar to that of the academic curriculum.

General Recommendations

In the light of the facts which have been reported, the following general constructive criticisms which are applicable to all the colleges are made in Chapter VI. Specific suggestions for individual colleges follow the general recommendations.

1. The purpose of extra-curricular activities should be to give students an understanding of and practice in democratic living. Opportunities and situations for social relationships should be afforded so that students can express instinctive drives and reactions in an environment most conducive to the development of desirable traits of character through intelligent choice.

2. The program of extra-curricular activities should dovetail with the whole educational program. It should seek to supplement the work of the classroom by providing a practical laboratory where principles can be transplanted into habits of living. It should attempt further to create and develop new interests so varied that all students will have a desire to participate in some form of activity. And further, it should provide a more constructive use of leisure time. This can be achieved by the guidance of the spontaneous and creative desires of the students.

3. The college, as a democratic institution, should maintain principles of democratic government. In such an organization neither faculty nor students alone can form and control the policies of extra-curricular activities. College government must consider the common welfare of the college community as a coöperative project engaged in by and for all. Under this plan, faculty control, as imposed authority, will be reduced to a minimum and student government will become student coöperation in government.

4. A careful evaluation should be made of each club's purposes, activities, and usefulness to the students, with a view to the elimination of those which seem to have no valid reason for existing and the better functioning of those best fitted to meet student needs.

5. The guidance and advice of faculty members should be sought in the development, organization, and administration of the social program. In an advisory capacity or as associate members in the organizations, faculty members can guide and direct without dominating. If their attitude is sympathetic and coöperative, undergraduates will appreciate and respect their services.

6. Better business principles should be introduced in extra-curricular activities. There should be a budget plan for the collecting and spending of money. The cost of the activities should be defrayed through the payment of a Student Activity Fee for those expenditures which bring a benefit to all, or by the

Student Chest plan for other organizations in which there is not common participation by all students. All student accounts should be supervised by a standing committee operating under the College Government Association or by a faculty committee, and audited by the college auditor.

7. The number of clubs in a college should be regulated by requiring that each organization have a purpose and program of activity which are recognized to contribute to the general welfare of the campus by the Council of Executives composed of faculty and students. Any club that cannot meet this requirement should not be permitted to organize and claim a place for itself in the social program. This does not apply to a group which wishes to meet for a common purpose but does not desire college recognition.

8. The extent of student participation in extra-curricular activities should be regulated. The point system is suggested as a means of controlling over-participation. In determining the degree of participation, consideration should be given to the student's academic standing and health.

9. Some extra-curricular activities are of such a nature that they are worthy of academic credit. If the training is equal to that given in academic courses, if an equal amount of time and preparation are required, and if the activity gives information recognized in a degree, credit should be granted. This is particularly applicable to musical organizations.

10. If student organizations are recognized as a part of the college activity, provision should be made for appropriate offices and meeting places. It is suggested that a college have a Student Activity Building or a Student Union. If a separate building cannot be provided, a section of at least one should be set aside for this purpose.

11. The social program should be unified. It should have a common purpose and program to which all organizations contribute. Each club should be a unit in itself but it should have a unique relationship to the larger unit. This can be attained by limiting the number of clubs to the needs of the campus and by each club understanding its relationship to the whole.

12. In order that the program of activities may be more effectively unified a director should be employed for the general supervision of the entire program. In coeducational colleges this

position should be held by the dean of women, for whom assistants should be provided, the number depending upon the size of the institution. The office of the director should become the center of suggestions and criticisms on student organization, and should contain the complete records of student activities. The director should be a stimulating educator, socially minded and capable of appreciating the student point of view.

CHAPTER VI

RECOMMENDATIONS BY COLLEGES

Extra-Curricular Activities

Carthage.—

1. There is a need of greater coöperation and sympathy between the men and women students, not only through social affairs but by working together on common projects, each group thus developing confidence in the other.

2. The students should be encouraged and allowed to take more initiative and responsibility.

3. The administration should thoroughly consider its stand on dancing. Then means should be taken to make sure that the students understand this attitude. The students feel that they are being restricted without sharing in the decision or being acquainted with the reasoning which leads the faculty to make the decision.

4. The antagonistic feeling between the various fraternities and sororities which some students said "would make the success of any system of self-government very dubious" should be studied and efforts made to alleviate and better this situation.

Gettysburg.—

1. The faculty would profit by recognizing the intellectual alertness and ability of the students and by giving them more opportunity to work out the solutions of student problems; for example, leave the planning and the managing of the point system largely in the hands of the students.

2. Faculty sponsors who are genuinely interested in student activities should be chosen by each organization for the purpose of aiding the students as members and officers to a greater understanding of the educational value to be desired from activity.

3. Arbitrary edicts issued by the administration should be avoided in so far as is possible and an attitude of sympathetic cooperation in student activities should be substituted.

4. More consideration should be given to the young women as a part of the college organization if it is to be coeducational. On the part of the institution this would mean suitable housing and such attention as a dean of women would give. On the part of the student body it would mean participation of women in student activities.

5. The social program needs to be unified so that each club will have some conception of its relationship to the others.

Lenoir Rhyne.—

1. The excellent relationship now existing between the faculty and students should be carefully safeguarded.

2. There should be more coöperation between the Student Council and the Student Faculty Committee.

3. Consideration should be given by the senior class to the cost of the class ring.

4. As a means of controlling student over-participation in clubs, the point system is recommended.

5. Local or national honorary societies should be organized to recognize unusual leadership or ability, or achievement in a field of knowledge.

6. The social life of the college can be better developed without fraternities and sororities.

Midland.—

1. The student life is over-organized. Activities are consuming too much of the students' time. The number of organizations should be reduced so that more time and consideration could be given to the development of the desired ones. This is particularly advisable among the departmental clubs.

2. The Christian Associations should either be revived or new organizations be created to take their place.

3. The number of days of compulsory chapel could well be reduced, and one service each week be held as a convocation. The chapel services could be wholly devotional, and the convocation could be devoted to announcements concerning student activities.

4. Instead of the numerous departmental clubs there could better be an honorary society to which both men and women would be eligible.

5. The student handbook should be brought up to date before it is printed for another year.

Newberry.—

1. A study of the campus is needed to discover the purposes of the existing organizations, of which there are already too many. Some plan should be formulated for their control.

2. Faculty advisers should guard against situations which lead the students to feel that they are being "bossed."

3. Instead of allowing one member to become overburdened by a heavy schedule of curricular and extra-curricular duty, the advising of extra-curricular activities should be delegated to several members of the faculty.

4. If the Student Government Association is to be recognized as a governing organization, certain definite powers should be delegated to the Student Council.

5. The Christian Associations should be contributing to the vital religious life of the campus. Some effort should be made for a renaissance in this direction.

6. Every effort should be made to preserve the congenial, courteous, and frank attitude of the students of this school.

Susquehanna.—

1. The function of the student government association seems to be solely to enforce rules. Some attempt should be made to develop a sense of responsibility for constructive projects and growth among the students instead of devoting the entire time to administering penalties.

2. Certain definitely stated powers should be delegated to the Student Council. When cases of discipline are to be handled, the Student Council should not be disregarded by the faculty but it should be made aware of the extent of its authority.

3. The books of the various student organizations should be audited.

4. The Young Men's Christian Association could well carry on a more active and extensive program of social service in which a larger number of the students have an opportunity to participate. (The Sunday school, prison, and boys' work of the Gettysburg Young Men's Christian Association are suggestive.)

5. A survey should be made of the number of activities and the time spent on each by every student, and an evaluation of each activity made as a basis for determining the need of extending or curtailing the number and kind of extra-curricular activities.

Thiel.—

1. Certain definitely stated powers should be delegated to the Student Union; if this is to be a governing body it must have power and authority. Coöperation between the Student Union and the Student Council should be urged.

2. Desire for higher scholastic achievements might be stimulated by the forming of an honorary society.

3. Plans should be formulated for the control of the present over-participation in student activities. The point system is recommended.

4. The present tendency of the faculty advisers to dominate the student organization should be discouraged.

Wittenberg.—

1. Plans should be formulated to bring the student body into one unit, instead of the men and the women students continuing to work separately.

2. A sympathetic understanding between the faculty and the students should be developed so that the faculty advisers will be regarded as teachers and not "bosses."

3. Efforts should be made to lessen campus politics and the antagonism between the fraternity and non-fraternity groups.

Muhlenberg.—

1. Provision should be made by the governing organization to judge disciplinary cases from the standpoint of the individual and in the light of accurate evidence.

2. It is suggested that one day each week the chapel service be supplanted by a convocation. Thus the chapel services could be wholly devotional, and the convocation devoted to student activity reports, class stunts, group singing, and short lectures on non-ecclesiastical subjects.

Roanoke.—

1. In a small student body the social life could be maintained adequately without fraternities. If they continue to exist, efforts should be made to lessen the friction between the fraternity and non-fraternity groups.

2. By working together on a common project, class organizations could develop the class spirit which is now lacking. The size

of each class is such that a constructive program could be followed to advantage.

3. Definite consideration should be given to the present apportionment of the Student Activity Fee, to decide whether so high a portion should be turned over for the publishing of the annual.

4. Consideration should be given by the senior class to the cost of the class ring.

Wagner.—

1. Efforts should be made toward the control of the already existing organizations. The founding of new clubs should be limited to meet definite needs. In the control of the present over-participation by students, the point system is recommended.

2. The present social life is inadequate. The faculty should plan social affairs which include young women.

3. Certain stated powers should be delegated by the faculty to the Student Council.

4. Fraternities are not needed in order to maintain adequate social life in a student body of fifty. If they are to continue, efforts should be made to alleviate the antagonism between the fraternity and non-fraternity groups.

Waterloo.—

1. A new conception of possibilities of student activities is needed.

2. Student initiative and responsibility should be fostered.

3. Social life should be enriched, and whenever possible the men should be given more normal contacts with women.

4. Membership in the literary societies and in the missionary society ought to be voluntary. If the faculty wishes to use Germania Verein as a supplement to its classroom instruction and therefore to have membership compulsory for all students enrolled in German classes, this can doubtless be justified. In such case the Germania Verein had much better be recognized as an aspect of the classroom work in the German department.

5. It would be better for those who wish to support missions to raise money in some coöperative way rather than to allow the bursar to collect one dollar from each student indiscriminately.

6. Attention should be given to the limitation of the number of clubs and to the control of student participation in them. The point system is recommended for achieving the latter.

CHAPTER VII

PHYSICAL EDUCATION AND ATHLETICS

A Brief Statement of the Place of Physical Education in Colleges

The high school graduate entering college to-day generally finds that the preliminaries which attend his entrance are quite different from those which his father experienced when he went to college. Much of this change in the reception of college freshmen centers in the administration of the health and physical education services. The following paragraphs set forth the typical organization and administration of health and physical education in the better modern American colleges and universities.

A student who has filed his application and credentials with a college and has been admitted will receive during the summer a notice requesting him to appear at the college four or five days before registration in order that he may take his medical and physical examination, and become oriented in college procedures and customs before college actually opens. The medical and physical examination is conducted in many colleges by the department of physical education. The usual procedure is for the freshman to sign his name on an appointment list on which is indicated the time when he is to report. The first step in the examination is the filling out of a personal history blank. On this blank is recorded the family and personal history of each entering student. This information assists the physician in the examination which follows, and aids in the interpretation of any defects which may be found.

The medical and physical examinations are thorough. The physicians examine eyes, ears, nose, throat, teeth, heart, lungs, abdomen and skin, and analyze the urine. The physical education staff members record the height, weight, and strength of various muscle groups, test sight and hearing, apply the posture test, and examine the feet. Students who have defects or suspicious con-

ditions are requested to report for a second examination and during the interim to refrain from participation in any form of vigorous activity. If the second examination reveals findings which coincide with the first examination, such students are placed in a group whose activities are arranged according to each individual's physical condition. One objective in such restricted groups is the correction of remediable defects. Those assigned to this group report regularly to the member of the staff having charge of this work. Those students whose physical condition warrants a reduced academic schedule are requested to see the college official in charge of student programs. He informs them that their condition is such that for their own good it is wise to restrict their academic load, and that the enrolling officer has been so instructed. This restriction is removed only on the advice of the physician. Students with minor defects such as astigmatism, defective teeth, or inflamed tonsils are advised to have corrections made, but are not assigned to the restricted group.

Those not assigned to the restricted group report immediately upon the completion of the medical and physical examination to the physical education staff members in charge of motor ability tests. The results of this test assist the staff in providing students with activity programs which will yield the greatest benefit. The results of the test are posted, together with necessary instructions as to when and where to report for physical education class work.

A physical education handbook containing the rules and regulations of the department is given to each student. It explains among other things the gymnasium suit fee and the physical education fee, both of which are paid at the time of registration. The former fee provides the student with a gymnasium suit and the latter fee defrays the expense of laundering and mending gymnasium suits and towels and of replacing gymnasium suits and towels which are beyond repair, and provide facilities and equipment connected with the activity program. The handbook also explains that the student is provided with locker space and is permitted the use of all facilities and equipment of the department; that if he loses any article furnished by the college he must pay for it at the bursar's office; that classes in physical education meet for a period of one hour three days a week for two years; and that classes begin at the same time as do other classes

in the college. The handbook also contains a complete discussion of freshman and varsity athletics, together with an account of the existing traditions.

Students passing the medical examination have the option of engaging in athletic activities or of joining a freshman team. A course in personal hygiene is required of all freshmen in many colleges. The athletic activities which are a part of the service program of the department are grouped according to seasons, and instruction is given in each. The activities are as follows:

Fall	*Winter*	*Spring*
Soccer	Basketball	Baseball
Speedball	Volley ball	Track
Touch football	Handball	Archery
Tennis	Swimming	Golf
	Tumbling	Swimming
	Water sports	Hiking
	Wrestling	Tennis
	Boxing	

An opportunity is given students to engage in intramural sports. These sports are very popular since they provide students with an opportunity to participate in some form of competitive athletics. Fraternities, clubs, societies, and other campus organizations are organized into leagues. Competition is carried on in the following activities: soccer, speedball, handball, track, swimming, archery, horseshoe pitching, golf, bowling, boxing, tennis, basketball, and baseball.

The conduct of intercollegiate athletics has been much improved in recent years. At present the following conditions are more generally found:

1. To be eligible to represent a college a student must have been enrolled one year and fulfilled certain minimum academic requirements.
2. Colleges are members of conferences.
3. Coaches are full-time members of the faculty.
4. Tenure is not entirely dependent on winning.
5. The financial program is handled according to modern business methods.
6. Athletic scholarships are being discontinued.
7. The control of athletics is in the hands of the faculty.

Upon recommendation of the coach, membership on an athletic team may be substituted for participation in the service program outlined above. This does not, however, permit a student to waive the departmental requirements, which generally include the demonstration of motor achievement on the part of every student in a number of activities.

A modern physical education program in a college should be so conducted that students not only show evidences of development during their college years in ability to maintain bodily health and vigor, but also come to possess skills and interest in recreative sports that will carry over into their life careers.

The above paragraphs outline briefly the procedure in organization and administration of physical education in the better modern American colleges. The outline program given above is set up as a tentative standard for judging the physical education work in the Lutheran colleges. Specific recommendations are made in this study on the basis of the findings for each college.

Procedures Used in This Study

In order to make an adequate study of the physical education programs and policies of the Lutheran colleges it was necessary to obtain information concerning the administration and conduct of the physical education program of each college. This was accomplished in three ways: (1) by personal visits to each college; (2) by a detailed blank sent to each college, to be filled out by the head of the department of physical education, and (3) by a study of available literature in the form of catalogues, bulletins, and reports.

Visits.—The visits were made between January 1927 and May 1928. During each visit observations were recorded concerning the adequacy and condition of equipment. Interviews were had with the presidents, deans, members of the faculties, trustees, students, and friends of the various colleges, relative to the program of physical education in its various phases. An effort was made to find out from these various sources whether the physical education program was meeting the needs of the students and if not, what suggestions they had to offer; whether the equipment was adequate and if not, why not; whether the instructors in physical education and the athletic coaches were proficient and satisfactory and whether the tenure of the coaches depended upon

the number of games won; whether the educational outcomes of the work were clearly understood and realized in practice.

The gymnasium, athletic fields, and available space for play purposes were carefully studied. In the gymnasium the internal arrangement was observed, as well as the other facilities such as toilets, lockers, showers, store rooms, stock rooms, swimming pools, handball courts, etc. The care and condition of equipment were noted, as well as the janitorial and sanitary services given to the entire building. Two colleges were visited at a time when everything was covered with snow, which precluded anything more than casual observation of the outdoor facilities. It was possible, however, to observe the amount of care given to the equipment. The Staff interviewed at some length those who supervised and conducted the physical education programs. Every effort was made to observe the various programs in operation. The athletic policies in the different colleges were thoroughly studied.

Blanks.—Shortly after the completion of the visits to the various colleges a comprehensive blank of thirty-five pages was sent to each college, for the purpose of gathering such information as could not be obtained at the time of the visits, and for the further purpose of checking the observations made. As was anticipated, there was wide variation in the answers. Two colleges answered in considerable detail, with one answering fully sixty-five per cent of the questions asked. Two others did not answer any of the questions and the rest answered very few of them.

Printed Information.—College catalogues in general discuss at some length the opportunities offered for physical education and participation in intercollegiate athletics. The catalogues published by the Lutheran colleges for the most part follow in style and content the mode of other colleges, except for the references to physical education. In this particular, some of the catalogues give so little attention to physical education that they contributed little to this study. None of the colleges issue bulletins on physical education, or make any reference to it in any other bulletin. No director submitted a report of the affairs of his department either to the president or to the board of trustees. An occasional athletic report is found, but such reports deal mostly with finances.

As has already been stated, the following description will combine observations made at the time of the visits, from data blanks, and information drawn from the literature in the field. Criticisms

will be offered and commendable features will be noted. The following items will be discussed: (1) general equipment; (2) departmental organization; (3) handling of students; (4) handling of facilities; (5) handling of finances; (6) activities and programs; (7) intercollegiate athletics; (8) policies; (9) staff and personnel.

CHAPTER VIII

EQUIPMENT

The Gymnasium

When an individual who is thoroughly familiar with the work of physical education inspects a gymnasium, he can judge from its construction and internal arrangements whether it is making any contribution to the physical education needs of the student group.

It has been the practice to build gymnasiums without first studying the real needs of the students who will use them. This practice results in physical education programs which are narrowly fitted to the limitations of the gymnasium. The better plan is first to study student needs, then to determine the activities which will satisfy them, and finally to build a gymnasium to meet these needs. For example, basketball, the greatest of all indoor sports, has become the national indoor game. The popularity of this game has made it necessary to accommodate increasingly larger crowds. Consequently, in many cases a building with a fair-sized floor and ample seating capacity has been erected and this has been called a gymnasium. It might better be called a basketball pavilion.

A building similar to the one just described may be found on a number of the campuses of the Lutheran group. It does meet the needs of intercollegiate basketball, but it fails to contribute to the physical education needs of approximately eighty per cent of the students. It is not the purpose of this chapter to disparage intercollegiate basketball; on the contrary it should be given whatever emphasis it deserves. If, however, those responsible for the fulfillment of basketball needs had considered in the building plan the physical education needs of the entire student body, the proper basketball facilities could have been obtained and provision made as well for the needs of a general physical education program.

Any educational institution planning to build a gymnasium should, before it finally adopts the plans, submit them, together with data concerning size of student body, climate, number of months students will be required to spend indoors, and the nature of the anticipated program of physical education, to specialists in gymnasium construction and in physical education for criticism.

Two of the colleges of this group, Wittenberg and Muhlenberg, are about to launch campaigns for funds for the erection of new gymnasiums. For either institution to fall short of the best type of building that can be built with the money at its disposal would be unfortunate. Two of the colleges have gymnasiums which are parts of other buildings. Midland combines in one building a gymnasium, an auditorium, a dining hall, and kitchen facilities. Lenoir Rhyne combines in one building a dormitory and a gymnasium. It is somewhat incongruous to think of a gymnasium equipped with necessary fixtures for an up-to-date kitchen and serving as well for the purposes of a dining hall. This combining of facilities seems to have come about in these colleges because of limited finances. Such an arrangement necessarily results in greatly reduced efficiency, and the restrictions which are inevitable very materially interfere with the carrying out of any effective program of physical education.

Three of the colleges, Susquehanna, Roanoke, and Carthage, have gymnasiums built prior to 1910. These are small, but at the time when they were built they fulfilled the requirements of a limited student body, and were suitable for the type of physical education program of that period, which consisted of calisthenics interspersed with dumb-bell drills, wand and Indian club drills, marching, and apparatus work. These gymnasiums have also been adaptable, in a limited degree, to basketball requirements. At the present time, however, they are seriously lacking in playing space and seating facilities.

The gymnasiums most recently erected, such as the ones at Newberry, Lenoir Rhyne, and Midland, serve almost entirely as basketball pavilions. Practically no consideration is given to the needs of the mass of students not engaged in basketball. In the construction of these gymnasiums little attention was given to the provision of facilities, by means of which the students would become skilled in those activities which could be followed after college days.

Gettysburg has just completed a gymnasium as a memorial to one of her alumni, Eddie Plank, who was a star athlete on her athletic teams, and who later distinguished himself in professional baseball. Judging from the plans, much thought has been given to the needs of the student body. It accommodates such activities as handball, wrestling, boxing, squash, indoor tennis, golf, and fencing. This is a long step forward for Gettysburg for its program heretofore has been top-heavy with intercollegiate athletics.

Examining Room

The program proposed in this study implies a medical examination of all incoming students. This is indispensable to an intelligent and efficient physical education program. It is therefore highly essential to have a properly equipped room set aside for examining purposes. Dr. Jesse F. Williams, professor of physical education, Teachers College, Columbia University, recommends the following equipment: scales, caliper, tapes, plinth, back and leg dynamometer, stethoscope, wet spirometer, Snellen vision chart, horizontal bar, stadiometer, audiometer, footograph, and manuometer.

Of the colleges reporting, Lenoir Rhyne, Newberry, Wittenberg, Midland, and Carthage reported that they had no equipment, much less an examining room. Table 234 shows the

TABLE 234

Medical Apparatus in Examining Rooms

Apparatus	Muhlenberg	Thiel	Roanoke	Gettysburg
Scales	×	×	×	×
Calipers	×			
Plinth				
Tapes	×		×	×
Back and leg dynamometers				×
Manuometers				×
Stethoscopes			×	×
Spirometer				×
Snellen Vision charts		×		×
Horizontal bar	×	×		×
Stadiometer			×	
Audiometer				
Footograph			×	

apparatus to be found at each of the four colleges reporting—Muhlenberg, Thiel, Roanoke, and Gettysburg.

It seems almost an anomaly that Gettysburg, which has not professed to do anything in physical education, should have more apparatus than any of the other colleges. However, it appears that this apparatus serves chiefly for purposes of display. Muhlenberg employs a college physician. In addition to making professional calls on sick students he conducts the medical examination. This is listed as being prerequisite to participation in any form of physical education. The limited amount of apparatus in the examining room, however, makes it necessary for the physician to confine his examination to heart, lungs, ears, nose, and throat. No medical blank on which the physician might record findings was sent in response to request.

Gymnasium Offices

One of the outstanding considerations of a thorough program of physical education is the location of offices used by the staff. Dark and dingy offices tucked away in inaccessible places are not at all inviting. Students should come to the offices to seek advice. Every encouragement should be given to stimulate such an attitude. Naturally students are more likely to call if the offices are strategically located in relation to the gymnasium floor and the locker rooms. The expert in gymnasium construction will keep this point in mind when he draws the plans. In addition, the equipment of offices should be such that they may serve not only as efficient units in the general organization of the department, but also as congenial meeting places for the students and staff.

Thiel College is the only college in the group which has an office so located that the director has a view of the gymnasium floor. The director is somewhat limited, however, in the service he renders by having to share his office with the director of the work for women. There is ample space for an office for the woman director on the floor level. It is recommended that such an office be built at Thiel in order to provide the best results for the men as well as the women. The directors at Newberry and Lenoir Rhyne have not used the space in their respective gymnasiums designated for offices, but on the contrary have used offices in other buildings. Wittenberg has no gymnasium, there

are offices provided in the stadium, which are used during spring and fall. Gettysburg, Susquehanna, Midland, and Carthage made no reply in regard to this matter. The gymnasiums in the other colleges have offices, but they are not advantageously located. Table 235 give the facts concerning the gymnasium offices of five of the colleges.

TABLE 235

GYMNASIUM OFFICES

OFFICE	MUHLENBERG	THIEL	ROANOKE		LENOIR RHYNE	NEWBERRY	
Number of rooms	1	1	2		1	2	
Size of rooms	20′ x 28′	12′ x 28′	8′ x 10′ 18′ x 15′		20′ x 20′	12′ x 12′ 15′ x 15′	
Does it overlook gymnasium?	No	Yes	No		No	No	
Does it have a private shower?	No	No	No		No	No	
Does it have a private toilet?	No	No	No		No	No	
Number of members of staff sharing office	4	2	1	1	1	2	1
Number of days per week office is open	5	6	6	6	6	3	3
Hours of day morning	9–12	9–12	8–1	--	9–12	--	--
Hours of day afternoon	2–6	1–6	--	2–4	2–4	3–6	3–6

LOCKER ROOM

It may well be said that the locker rooms are the students' living quarters for at least a part of the day. The director of physical education should therefore see that great care is exercised in keeping everything in the locker rooms sanitary, by observing such practices as daily cleaning of rooms, scrubbing of benches with disinfectant, guarding against the accumulation of soiled clothing in the lockers, and by encouraging men to observe habits of cleanliness. Unfortunately, the locker room is usually the most insanitary and poorly kept place in the gymnasium. Happily this is not true in all colleges and universities. Recently the writer had an opportunity to visit the locker rooms in a large state university in the Middle West and found a total absence of the usual gymnasium odors. The usual procedure, in the small colleges and in many large ones not having the basket system, is to assign to an individual a locker which he keeps for the remainder of the year. Unless close watch is kept and the lockers are subjected to fre-

quent inspection they serve as receptacles for soiled and discarded gymnasium clothing. This condition was found in many of the colleges of this group.

During visits it was observed that there were far too few lockers to meet the student needs. Those colleges requiring physical education as a prerequisite to graduation made no adequate provision for the men in the regular physical education classes. The athletes were given first consideration. If any lockers were left they were assigned to the general student group. Frequently two and sometimes three students were forced to use the same locker.

In order to guard against insanitary practices, it is recommended that a general locker system with individual baskets be substituted. Naturally this multiplies the administrative details, since such a scheme requires no little amount of supervision. However, unless habits and attitudes of cleanliness are insisted upon, even though

TABLE 236

Locker Rooms

Locker Rooms	Muhlenberg				Thiel	Roanoke		Lenoir Rhyne	Newberry		Carthage			
Number of rooms ...	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Size of room	15′ x 20′	20′ x 35′	20′ x 25′	20′ x 25′	20′ x 29′	15′ x 50′	6′ x 36′	30′ x 35′	20′ x 40′	20′ x 40′	12′ x 15′	12′ x 15′	12′ x 15′	12′ x 15′
Area in square feet of outside window space	12	24	24	24	24	24	4	21	54	54	12	12	12	48
Number of radiators .	1	2	3	3	3	3	1	3	0	0	0	1	0	0
Number of lavatories	0	0	0	0	0	0	0	2	0	0	0	0	0	0
Number of basket lockers	0	0	0	0	144	0	0	0	0	0	0	0	0	0
Number of double-decked lockers	16	60	0	0	108	76	24	20	48	0	0	0	0	0
Number of single-decked lockers	0	0	0	40	0	0	0	40	0	0	24	0	0	0
Number of students using at peak	10	30	35	40	--	--	--	--	40	40	24	20	10	20
Total number of men in college	455				115	258		144	207		139			

increased responsibility is entailed, one cannot hope to improve locker room conditions.

The temperature of a locker room should be at least seventy degrees Fahrenheit at all times. This is necessary in order to guard the individuals who have been exercising and have just taken their baths from being chilled. Every precaution should be taken against a student's catching cold, especially during the period when he is engaged in fulfilling college physical education requirements, or engaged in any form of athletics in which he is representing the college. This means a generous supply of radiators properly distributed in the locker and shower rooms. A few of the colleges of this group use locker rooms during the winter months which are not equipped with any heating facilities. This is an indefensible practice. Table 236 gives the locker room situation in the different colleges which reported.

It will be noted that the number of lockers is small in proportion to the number of students. Carthage reports only twenty-four lockers. The director wrote that the students using locker rooms were required to use hooks and nails on which to hang their clothes. Such a situation generally results in a certain amount of pilfering.

Showers

It is very important to have the shower rooms located in the proper relation to the locker rooms. Certainly they should not be a part of the locker rooms, since the clothing in the lockers absorbs the moisture from the highly humidified air of the shower room. This undesirable condition exists at Carthage. A very good arrangement is to have a drying room located between the shower and locker rooms and separated from them by swinging doors. Such an arrangement keeps the steam and vapor confined to the shower and drying rooms, and the dressing or locker rooms reasonably free from excess moisture. Good hygienic practice demands that street clothes which are placed in the lockers should be kept dry.

Shower rooms should be well lighted, and floors and walls made of a material which will not retain moisture. White tile is recognized as the best material. Concrete is extensively used because of the low cost of material and installation. It is porous, however, and absorbs and retains moisture. Shower rooms of this

construction give off the characteristic odor which is found wherever there is dampness. If dampness is allowed to continue an insanitary condition results.

An adequate number of shower heads should be supplied to take care of the peak load. This is considered a hygienic necessity. Anyone who has been exercising and is perspiring freely will soon cool off if he is compelled to wait too long before taking his shower. The shower situation in the different gymnasiums of these colleges ranged from very bad to good. In the Lenoir Rhyne gymnasium the shower room had no direct outside light, and was so dark that it was necessary to turn on the electric light in order to locate the shower heads. It was said that the only time during the year that this shower room was used was during the football season. More than likely inadequate shower facilities in the dormitory made necessary the use of it at this time. During the basketball, baseball, and track seasons the men at Lenoir Rhyne took their showers in the dormitory. Upon investigation it was found that these latter shower rooms were in a most insanitary condition. Obviously such conditions breed disease and serve as contributing factors to epidemics of boils, impetigo, and other skin contagions.

Thiel College has for men a shower room with tile floor and sides, plenty of light, and good shower heads. This shower room contrasts sharply with the one at Lenoir Rhyne. No explanation

TABLE 237

SHOWER ROOMS

ROOMS	MUHLENBERG	THIEL	ROANOKE	LENOIR RHYNE	NEWBERRY		CARTHAGE	MIDLAND	
Number of rooms	1	1	1	1	1	1	1	1	1
Size of room	20′ x 25′	10′ x 14′	10′ x 15′	15′ x 15′	20′ x 40′	20′ x 40′	10′ x 18′	25′ x 30′	20′ x 20′
Area in square feet of outside window space	36	24	4	0	54	54	12	32	--
Floor tile	no	yes	no	no	no	no	no	yes	yes
Floor concrete	yes	no	yes	yes	yes	yes	yes	no	no
Number of shower heads	4	6	5	3	10	10	8	8	8
Number using at peak	40	--	30	--	40	40	16	30	20

was offered as to why the women's shower room was, in contrast with the one for men, so small, so very dark, and constructed entirely of concrete. The shower rooms in the gymnasiums belonging to the other colleges will not be described in detail, since most of them are at the lower end of the scale in point of sanitation and construction. Table 237 shows the shower room situation in the different colleges.

Toilet Rooms

For the most part toilet rooms were located in close proximity to locker and shower rooms, but not in sufficient numbers to meet the needs. Thiel, Roanoke, and Muhlenberg, respectively, had toilet rooms in their gymnasiums that had the appearance of having received periodic cleaning. The gymnasium toilet room at Thiel was equipped with wash bowl and soap but lacked paper towels. At Carthage a most unsatisfactory condition existed. The shower baths, lockers, and toilets were all housed in one large room, separated only by partitions which lacked four feet of reaching the ceiling.

Towel Rooms

A towel room would be of little use to the students in the various colleges of this group, since not one of them supplies towels even though the students are required to take physical education. Each college records that towels are owned, but only in sufficient quantities to meet the needs of the visiting athletic teams.

It was observed at the time of the inspection of the lockers that students were using towels which had not been laundered for some time. They were grimy and gave off a most disagreeable odor. This is most insanitary and does not contribute to good personal hygiene. It is recommended that all students using the gymnasium or athletic facilities should be provided with fresh towels whenever they need them. All towels should be laundered after one using.

Drying Rooms

A drying room is now accepted as a sanitary necessity and every modern well-equipped college or university gymnasium provides for this facility. Students engaged in intercollegiate and intramural sports exercise vigorously and perspire freely. When

they come in after their exercise their clothing is saturated with perspiration. Clothing which is once soaked with perspiration is soiled and should not be worn again, but some of the athletic equipment does not lend itself readily to daily laundering and dry cleaning. Unless some means is provided by which the clothing is dried it will be necessary for the athlete to put on wet or damp clothing each day. This is unhygienic and increases the hazard of catching cold. Colds, perhaps more than any other factor, make serious inroads on the individual's supply of energy and endurance and for that reason every precaution should be taken to guard the men against them. Roanoke was the only college which reported any facility whatever for the drying of athletic clothing, and this was far from satisfactory.

Indoor Running Track

Indoor running tracks are not necessarily indispensable parts of gymnasiums. Their presence does, however, enable directors and instructors in physical education to include indoor running as one of the group of activities to be used during the winter months. At Carthage and Susquehanna the gymnasiums have running tracks, but only at Carthage does the track have the turns banked. A circular track which has more than eight laps to the mile should have the turns banked.

Swimming Pools

Swimming pools may be either included in the gymnasium or housed in a separate building. Experts are not agreed as to which is the better method, although the majority are of the opinion that a swimming pool in a separate building with a generous supply of sky light and window area is likely to be more sanitary. Another argument in favor of the separate building is the opinion of engineers that the moisture thrown off by a swimming pool is a contributing factor to general building deterioration. Most of the college swimming pools in the country are a part of the gymnasium, but that fact is no proof that it is the better practice. If the swimming pool is in a separate building and does not have dressing-room facilities, it should be in close proximity to the gymnasium with an enclosed connecting passageway.

Extreme care must be exercised in the construction of the swimming pool. If it extends into the ground there is danger

of contamination through seepage. It is therefore very important that proper construction be emphasized in order to eliminate all possible sources of contamination. The size of the pool is not an important factor, provided the water is kept in a sanitary condition. If a college wishes to engage in water sports, however, the pool should be at least seventy-five feet in length and twenty-five feet in width.

Thiel and Gettysburg are the only colleges in the group having swimming pools. These will be discussed separately. The swimming pool at Thiel is located in the basement of the gymnasium. It is seventy-five feet long and twenty-five feet wide, and has a capacity of eighty thousand gallons. This pool at its deep and shallow ends is eight feet and two and a half feet deep, respectively. The side runways are four feet and six feet wide, respectively and the end runways are six feet and twelve feet wide, respectively. Neither side nor end runways are covered with rubber mats, which protect the swimmer against slipping. Swimmers have been known to receive serious injuries from falls which have come as a result of slippery runways. The pool is equipped with a filter. The gutter, so called, fails to accomplish the end for which it was intended, that of carrying off the scum from the surface of the water. Standard pools are equipped with foot baths at each entrance from dressing rooms to pool room. The Thiel pool fails to meet this particular requirement. A diving board and a life-buoy complete the equipment. Approximately three hundred spectators can be accommodated at the sides and ends of the pool. The sanitation and care of this swimming pool will be discussed under another caption.

The swimming pool at Gettysburg is housed in a separate building. Its dimensions are twenty by sixty feet. It has a capacity of sixty thousand gallons. The depth ranges from nine feet at its deep end to four feet at its shallow end. The gutter of this pool, like the one at Thiel, is not constructed according to present-day swimming pool specifications. There are no rubber mats on the runways to protect users of the pool. The water is treated with chemicals and filtered. Foot baths are not a part of the sanitary equipment. A springboard at the deep end completes the list of facilities. There are no facilities for the accommodation of spectators. The sanitation and care of this pool will be discussed under another caption.

Activity Rooms

The new gymnasium at Gettysburg will be the only one in this group of colleges equipped with separate rooms for various types of activities such as handball, boxing, wrestling, squash, tennis, archery, and golf. In the other colleges the gymnasium floor is about the only suitable space for carrying on any of these activities. Roanoke has a wrestling room. Lenoir Rhyne and Newberry have rooms which could be equipped for wrestling and boxing.

Lack of gymnasium space limits the range of activities which a department of physical education can offer to the students. Gettysburg has ample space and the necessary physical education facilities.

Gymnasium Equipment

There is a wide variation in the amount and type of equipment found in the various gymnasiums. However, there was not enough available in any one of them to carry on an acceptable program. Shortage of funds and the demands of intercollegiate athletics account for this lack of equipment to carry out the general physical education program. The athletic equipment at each college was the best that could be afforded. This can be explained by the fact that in every case the physical education program is top-heavy with intercollegiate athletics.

An array of equipment which one might expect to find in a well-equipped gymnasium is listed in Table 238 and the equipment actually found in the Lutheran college gymnasiums is indicated.

Gymnasium Mats

The modern trend in physical education is to use gymnasium apparatus not only for its original purposes but also as obstacles to get over and around. To use the apparatus in this way requires a generous supply of mats. Tumbling is also an interesting and worth while activity, but here again the use of mats is necessary. It is therefore important that mats of different sizes be part of the gymnasium equipment.

Muhlenberg has five mats of the following sizes: one 15 feet square, one 2 by 10 feet, two 5 feet square, one 5 by 20 feet. Thiel college has four mats, each 5 by 8 feet. Roanoke has two wrestling mats. Newberry has two mats 4 by 12 feet, Midland

TABLE 238

GYMNASIUM EQUIPMENT

EQUIPMENT	MUHLENBERG	THIEL	ROANOKE	LENOIR RHYNE	NEWBERRY	CARTHAGE	MIDLAND
Pianos	--	--	--	1	--	--	1
Handball courts	1	2	--	--	--	--	--
Wands	--	--	--	--	--	40	200
Sidehorses	--	--	--	1	1	--	--
Stall bars	--	--	--	--	--	--	--
Climbing ropes	--	--	1	--	--	--	--
Horizontal ladders	--	--	--	--	--	--	--
Take-off boards	--	--	1	--	1	--	--
Trapeze	--	--	--	--	--	--	--
Volleyballs	3	2	2	2	2	2	1
Wrestling mats	1	--	2	1	2	--	--
Fencing masks	--	--	--	--	--	--	--
Handballs	--	12	--	--	--	--	--
Baseballs	--	--	--	--	--	--	2
Baseball bats	--	2	--	--	--	--	2
Drinking fountains	--	--	--	--	--	--	2
Toilets	4	2	2	3	2	--	2
Basketball courts	1	1	1	1	1	1	1
Squash courts	--	--	--	--	--	--	--
Dumb-bells	--	50	--	--	--	40	--
Parallel bars	--	--	--	--	--	--	--
Stall bar benches	--	--	--	--	--	--	--
Traveling rings	--	--	4	--	--	--	--
Window ladders	--	--	--	--	--	--	--
Vaulting boxes	--	--	--	--	--	--	--
Bucks	--	1	--	--	--	--	--
Vaulting standards	--	2	2	--	2	--	2
Volley ball nets	1	2	1	1	2	1	1
Pairs of boxing gloves	--	1	8	1	--	--	--
Tennis rackets	--	--	--	--	--	--	--
Rowing machines	--	--	1	--	--	--	--
Basketballs	2	6	4	8	2	6	--
Soccer balls	--	--	--	--	--	--	--
Tennis balls	2	2	2	2	2	2	--
Basketball bank boards	2	2	2	2	2	2	4
Indian clubs	--	--	--	--	--	40	--
Long horses	--	--	--	1	1	--	1
Horizontal bars	--	1	--	2	--	--	--
Climbing poles	--	--	--	--	--	--	--
Incline ladders	--	--	--	--	--	--	--
Spring boards	--	--	1	--	1	--	--
Roman rings	--	--	--	--	--	--	--
Medicine balls	2	--	4	4	--	--	2

TABLE 238 (*Continued*)

Equipment	Muhlenberg	Thiel	Roanoke	Lenoir Rhyne	Newberry	Carthage	Midland
Safety belts	--	--	--	--	--	--	--
Fencing foils	--	--	--	--	--	--	--
Squash rackets	--	--	--	--	--	--	--
Hair dryers	--	1	--	--	--	--	--
Golf clubs	--	--	--	--	--	--	--
Footballs	--	6	--	--	--	--	--
Indoor baseballs	6	2	6	--	--	2	2

has four 4 by 8 feet, and Carthage has six 4 x 6 feet. The combined number of mats owned by these six colleges would not be much more than sufficient to meet the needs of a desirable program of physical education in any one of these colleges.

Athletic Supply Room

In the majority of colleges considerable athletic equipment is lost or unaccounted for, because there is not a suitable stock room in which it can be stored for safe-keeping. Such a room should be provided and equipped with shelves, racks, bins, and hooks. This arrangement will enable the man who is in charge of the equipment to classify it as to kind, size, and condition, before he stores it away. A stock room properly kept and in charge of a responsible person facilitates very materially the taking of an inventory and the subsequent placing of orders. It will prevent unnecessary duplication. The reports from this group of colleges show that all manner of improvised places such as closets, cubby-holes, bins, and unused rooms were used as storage places for athletic equipment.

Susquehanna has a stock room in charge of an attendant who not only takes excellent care of the athletic equipment but sees to it that the individual to whom equipment is issued either returns it or pays for it. This is a laudable policy, since students have a habit of being negligent in caring for athletic equipment. From all appearances one would judge that the practice in some of the colleges is to throw the athletic equipment in a pile in the storage place, irrespective of its state of cleanliness or repair, and then not disturb it again until another season. This results in much

deterioration since textiles and woolens are ready prey to moths and also rot from perspiration. It is more economical as well as more sanitary to clean the equipment before it is put away for the next season.

Campus Facilities

When a college site is selected there should be in the minds of the founders a well-defined plan for campus development and building arrangement. (See Part II of this Survey, the portion pertaining to physical plants.) Thirty years ago very little thought was given to the location of the gymnasium or of athletic facilities, but in more recent years most colleges and universities have come to realize that physical education is an essential part of the college curriculum and college life, and have included the needed facilities in the campus plan.

Topography and soil composition are determining factors in the location of the gymnasium and athletic facilities. Moreover, the nearer the athletic facilities are placed to the center of student life the more they will be used. It has been found in the case of playgrounds that distance is far from being a negligible factor; instead, the farther a child lives from a playground the less is he likely to use it.

The available play spaces, as represented in the various colleges of this group, vary from five to six acres. This is not enough from the standpoint of the requirements of a complete activity program. In the judgment of the Staff full use is not made even of the play space which is available.

Thiel college does not have a football field, baseball field, or track on the campus, although there are small unimproved areas which are used for football and baseball. All the games are played on a municipal field somewhat removed from the campus. This means that, at Thiel, many of the values of college athletics are lost by separating the athletic field from the campus.

Stadiums

Wittenberg is the only college in the group which has a stadium. This is a splendid structure and will serve the needs of the college for at least two decades. The administration should be congratulated on erecting the structure in such a manner that additions may be made at any time. However, unless a college has ample

funds to finance completely such a project it is questionable whether it is a good policy to build a stadium at all. Wittenberg pays a yearly interest premium of four thousand dollars which exceeds the income from any of its home games, with perhaps one exception.

The nearest approach to the stadium at Wittenberg is the concrete baseball stand at Lenoir Rhyne. This is an excellent structure with a seating capacity of approximately one thousand. Its use is limited entirely to baseball, since the football field is far removed. Newberry places much emphasis on baseball, and as a result has erected a covered grandstand and a field with all the improvements of a large university field. Muhlenberg is well provided with bleachers which are used both for football and for track. The remaining colleges have made adequate provision for seating spectators by building permanent bleachers, or by using what are commonly called "knockdown" bleachers.

Team Rooms

Colleges having stadiums usually build locker rooms for the athletes in the structure itself. Others erect a separate building

TABLE 239

Team Rooms

College	Team Rooms	Size	Number of Lockers	Number of Showers	Number of Toilets	Number of Tables	Number of Wash bowls	Number of Mirrors
Muhlenberg	Varsity	20′x25′	40	4	4	2	5	1
	Freshman	20′x25′	none	4	4	2	5	1
Lenoir Rhyne	Varsity	20′x35′	26	3	1	1	0	1
	Visiting	20′x25′	none	0	0	0	0	1
Newberry	Varsity	40′x20′	40	10	0	1	0	0
	Freshman	40′x20′	none	10	0	1	0	0
	Visiting	20′x30′	none	0	0	1	0	0
Wittenberg	Varsity	20′x35′	45	6	5	0	1	0
	Freshman	20′x35′	30	6	5	0	1	0
	Visiting	20′x35′	30	6	5	0	1	0
Thiel	Varsity		30					0

for members of the teams, which they call training quarters and into which they put lockers and showers.

Every college of this group first provides locker facilities and dressing quarters for the athletes. The other students get what is left on the basis of first come first served. This is mentioned in order to emphasize the point that at present the locker rooms in the various colleges of this group are serving as team rooms. Such a plan practically excludes the students who are not on the teams.

Wittenberg is fortunate in having a stadium in which are located separate team rooms, equipped with lockers and showers for the varsity, freshman, and visiting teams. Newberry has facilities in the gymnasium similar to those at Wittenberg, but no attempt has been made to make use of them. Muhlenberg has a varsity and a freshman locker room. (On days of games visiting teams use the freshman room.) These are located in the basement of the administration building. Lenoir Rhyne is equipped with varsity and visiting team rooms. Since they are not governed by the one-year residence rule it is unnecessary for them to provide additional facilities for a freshman team. Roanoke and Carthage use the general locker rooms, as does also Thiel, except for football. (See Table 239.)

Outdoor Tracks

Lenoir Rhyne, Gettysburg, Midland, Muhlenberg, and Susquehanna have regulation four-lap tracks. Carthage and Roanoke have tracks requiring five laps to the mile. Wittenberg has a track within the stadium, but the coach reported that it is impossible to train his men for the various events since it is not of regulation size.

The reports check with the conversations held with the different coaches in indicating that track does not receive the emphasis given to football, baseball, and basketball. This condition is perhaps caused by lack of proper facilities. If the coaches were more enthusiastic, provided more equipment, and gave more of their time to track work, it is highly probable that it would be more popular. If a college has only one coach to direct all the athletic activities the coach must choose between baseball and track. It has so happened in these colleges that in each case baseball has received the emphasis.

Occasionally track athletes will continue their interest in spite of the lack of encouragement on the part of the coaches. Their ardor is soon dampened, however, if the track is hard and unyielding, or soft and full of holes, or if the pit which is used for jumping and vaulting, is beaten down until it is of the consistency of hardpan. It was observed at Roanoke that a pit for vaulting had been dug by merely loosening the earth. Repeated jumpings soon packed it so that it became dangerous to use. Track is not followed with a great deal of interest at this college. It is quite generally conceded that it is better to have separate pits for the broad jump, high jump, and pole vault. This permits a better distribution of the load and results in more concentration in each event. Carthage is the only college which reports that track facilities include three separate pits.

Baseball Fields

Baseball has long been recognized as our national pastime. This can perhaps be attributed to the fact that it can be played by young and old, by the novice and the expert. To be sure, not all play it with the same degree of ability, but the majority manifest an abundance of enthusiasm and satisfaction in the game. A student's interest in baseball should not be curtailed upon entrance to college; on the contrary, it should be stimulated. One field is not sufficient to meet the needs of a student body, since all stu-

TABLE 240

Tennis Courts

College	Number of Men in College	Number of Dirt Courts	Number of Concrete Courts	Number of Courts Having Back stops	Number of Nets Available	Number of Rackets Supplied
Roanoke	258	2	0	2	2	0
Thiel	115	1	0	1	3	0
Lenoir Rhyne	144	2	0	2	2	0
Newberry	207	2	0	2	2	--
Gettysburg	534	14	0	14	14	0
Wittenberg	578	3	0	3	3	0
Carthage	139	2	0	2	2	0
Muhlenberg	455	3	0	3	3	0
Midland	--	1	0	1	1	0

dents must use the same part of the school day for recreation. One field supplies only the needs of the varsity and freshman teams. Intramural baseball is, therefore, out of the question unless more fields are provided.

Baseball, especially among the Lutheran colleges of the South, is perhaps the most popular of the sports. This has caused these colleges to lay out and equip their fields according to the specifications suggested in the rules, the most important of which are: raised pitcher's box, regulation length fields, backstops at regulation distance from the home plate, and ample seating facilities so placed that the spectators will not encroach on the playing field. Lenoir Rhyne and Newberry play rather extended schedules.

Tennis Courts

The number of tennis courts needed to accommodate a student body of given size has never been determined. Some experts contend that there should be one court for every fifty students. If this is accepted as a standard, Gettysburg is the only one in the group attaining it. The other colleges, as will be seen by referring to Table 240, fall far short. Hard-surface courts are the most desirable since they do not require very much care and can be played on immediately after a rain. Most of the courts at these colleges are dirt courts and were found in varying degrees of playing condition.

Soccer Fields

No college in the group has a bona fide soccer field. This lack can be accounted for by the fact that soccer is not recognized as an intercollegiate sport. It is, however, played in some of the colleges as a part of the regular activity program, but in such cases either the football or baseball field is used.

CHAPTER IX

ADMINISTRATION OF THE DEPARTMENT OF PHYSICAL EDUCATION

Staff

Thiel is the only Lutheran college having a staff member in the physical education department with the rank of full professor. Roanoke and Wittenberg each have a staff member with the rank of associate professor, and the latter also has an assistant professor on the staff. The physical education staff members of the remaining colleges are either instructors or coaches, or both, or have no regular academic classification. The combined staff members of eight colleges number twelve full-time and four part-time members. Table 241 gives the distribution.

TABLE 241

Physical Education Staff

	Thiel	Roanoke	Lenoir Rhyne	Newberry	Gettysburg	Wittenberg	Carthage	Muhlenberg	Midland	Susquehanna
Full-time members	1	2	1	1	0	1	0	3	1	2
Part-time members	0	0	0	1	0	1	1	1	--	--
Professors	1	--	--	--	--	--	--	--	--	--
Associate professors	--	1	--	--	--	1	--	--	--	--
Assistant professors	--	--	--	--	--	1	--	--	--	--
Instructors	--	1	--	--	--	--	--	--	--	--
Student assistants	2	--	--	1	--	--	1	--	--	--

Coaches

In Table 242 the relationship of the coaching staff to the departmental organization is indicated. In all instances the infor-

mation as reported by the blank does not tally with observation at the college. This may be due to error in answering the questions or to lack of understanding by some coaches of the meaning of certain procedures.

Although Thiel and Roanoke answered "yes" to the last question in Table 242, the information secured at the time visits were

TABLE 242

College Coaches

	Thiel	Roanoke	Lenoir Rhyne	Newberry	Gettysburg	Wittenberg	Carthage	Muhlenberg	Midland
Who selects the coaches: President		×	×	×		×	×		×
Who selects the coaches: Athletic Board	×				×		×		
Must a coach have had previous experience before he is employed?	yes	yes	yes	yes	no	yes	yes		yes
Is high school experience accepted?	yes*	yes	yes	yes	no	yes*	yes		yes
Do coaches assist in giving physical examinations?	yes	yes		yes		†	no	no	yes
Do coaches assist in giving medical examinations?	yes	yes		no		no	no	no	yes
Are coaches required to instruct physical education classes in addition to coaching?	yes	yes	yes	no		‡	yes	no	yes

* Depends on the man.
† No gymnasium. No physical examination.
‡ No gymnasium classes. No classes to be handled in physical education for men except one hour per week for freshmen when weather permits.

made indicated that none of the coaches at these two institutions devoted any time to the direction of physical education classes.

Graduate Manager.—Lenoir Rhyne is the only college in the group having a graduate manager. He is appointed by the president, and in this particular case is a member of the faculty. In

the other colleges, the coaches administer the athletics with the aid of student managers.

Student Managers.—The duties of the student managers are not very clearly defined, but the supposition is that they attend to the needs of the athletes. There is nothing to indicate that they have anything to do with finances or the scheduling of games. Athletics is under the control of the faculty at each of the colleges.

Student managers are not paid money for their services, but are awarded the college insignia on recommendation of the athletic director, the coach, or the athletic board, either individually or collectively. This award is made on the basis of services rendered and is in line with the practice followed in many other institutions.

Departmental Meetings

Departmental meetings in physical education are seldom called at any of the colleges except to pass on athletic problems. Thiel is the only college that reported keeping minutes of these meetings. During 1925–26 Thiel reported twelve meetings, Newberry ten, Lenoir Rhyne seven. The remaining colleges reported no meetings whatever. Even the colleges having meetings did not indicate that departmental meetings were regularly scheduled.

Handling of Students

Physical and Medical Examinations.—Thorough physical and medical examinations are a part of the physical education program in well-administered college departments. Table 243 shows what is being done in eight of the Lutheran colleges.

The replies given indicate that very little use is being made of the findings in the medical and physical examinations. To the question, "Who keeps the physical and medical cards?" the following answers are very interesting:

Gettysburg —"The nurse keeps them."
Wittenberg —"The Dean of Men has them in his office."
Muhlenberg—"On file in office of Director of Physical Education."
Thiel —"On file in office of Director of Physical Education."
Roanoke —"On file in office of Director of Physical Education."

Wittenberg College was visited in January. Inquiry was made about the medical examination cards. This inquiry disclosed the

TABLE 243

PHYSICAL AND MEDICAL EXAMINATIONS

	THIEL	ROANOKE	LENOIR RHYNE	NEWBERRY	GETTYSBURG	WITTENBERG	CARTHAGE	MUHLENBERG	MIDLAND
Physical and medical examinations, 1926–27 — Begun:	September	September 20		September 15	September 21	September 11		October 25	--
Physical and medical examinations, 1926–27 — Completed:		October 15		October 15	October 12	September 15		February 26	--
Are new students examined by physician before being allowed to engage in any physical activities supervised by college?	yes	yes	no	no	yes	yes		no	--
Is the academic load restricted in case of students who are physically subnormal?	no	no		no	yes	yes	no	no	--
Are the physically subnormal cases followed up?	no	no		no	yes	yes		yes	
Is corrective work given to the physically subnormal?	no	no		no	yes	no		yes	
Has any student ever been denied admission because of findings of medical examination?	no	no		no	no	no	no	no	
Are students examined just before leaving college?	no	no		no	no	no	no	no	
Are students who need medical attention advised concerning their future conduct in physical activity?	no	no		no	no	yes	no	no	

fact that nothing had been done with the cards, and so far as was known nothing would be done with them. Unless some use is made of the cards, it is evident that the time and money expended in gathering the data are a complete loss. The students in these colleges are no better off, even though a medical and a physical examination are required, than are those in colleges which do not have the requirement. Catalogues of these colleges state that a medical examination is required, and the inference is that the health of students is subsequently guarded and supervised on the basis of the results of the examination.

Gettysburg employs a full-time college physician. Wittenberg, Roanoke, Muhlenberg, and Carthage employ part-time physicians. Local physicians examine gratuitously the students at Thiel and Newberry. This plan is not satisfactory since the physicians are irregular in their visits. The fact that Thiel did not finish its medical examinations until February indicates an inadequate organization of this work.

The medical examination cards received show wide variation in the character of data secured. The writer would recommend a standard card to be used by all colleges which might be supplied by the Board of Education of the United Lutheran Church at a very much reduced cost. The items for such a card could be agreed upon in conference or selected from the card recommended by the College Directors' Society.

Classification of Students.—Two classifications of students are determined by the medical and physical examinations: the physically normal and the physically subnormal. It is dangerous for members of this latter group to carry a normal physical education activity load. They should, therefore, be placed in a group in which physical activities are restricted and adapted to the physical needs of the individual. Most of the Lutheran colleges fail to make adequate provision for this subnormal group. The common practice is to excuse physically subnormal students from class work in physical education. Most of them could, with a great deal of benefit to themselves, follow a carefully prescribed physical education program.

The following replies were received in answer to the question, "Do you place those students who are physically subnormal in a group whose exercises are restricted?"

Newberry —"A medical certificate from the home physician excuses the student from required physical education."
Carthage —"If a student is found to be physically subnormal he is automatically excused."
Muhlenberg—"Physically subnormal students not confined to restricted exercises."
Thiel —"Physically subnormal students not confined to restricted exercises."
Roanoke —"Physically subnormal students not confined to restricted exercises."

There was no reclassification of the men who were classified as physically normal. This could be done by means of physical achievement tests or by using the Rogers' Physical Capacity Tests.[1] Without this regrouping, the novice competes against the expert, the strong are pitted against the weak. It is much more desirable and satisfactory for those of like abilities to compete against each other. The achievement tests break up the student group into different levels of ability. Physical and medical examinations and achievement tests are vital to any thorough program of physical education, and should be employed by the department of physical education of every college.

Gymnasium Suits.—In reply to the question, "Is a specific uniform required of all men?" Muhlenberg, Thiel, Roanoke, Newberry, and Carthage replied "yes." Lenoir Rhyne and Wittenberg replied "no." When all students in the class wear the same kind of suit, the effect is an atmosphere of unity, solidarity, and dignity. The college should provide the suits. This can be financed by requiring the student when he enters to pay a gymnasium suit fee.

Absences.—A wide variation was found in the different colleges in the manner in which absences in physical education were handled. Table 244 shows existing practices.

Thiel and Midland have a rule allowing absences in a subject equivalent to the number of times which that subject meets per week. This rule applies in all departments. Lenoir Rhyne and Gettysburg have never required physical education. At Muhlenberg, if a student is absent more than a week, absences do not have to be made up.

To the question, "How soon must an absence in physical educa-

[1] Rogers, F. R. *Tests and Measurement Programs in the Redirection of Physical Education,* Bureau of Publications, Teachers College, Columbia University, 1927.

TABLE 244

ABSENCES

	THIEL	ROANOKE	NEWBERRY	WITTENBERG	CARTHAGE	MUHLENBERG	MIDLAND
What are the maximum number of absences a student may incur in physical education during any term or semester and still receive full credit?	4	2	6	2	3	6	3
Is the number fixed by faculty action?	yes	yes	no	yes	yes	yes	yes
Must absences due to illness be made up?	no	yes	no	yes	no	yes	no
Must those not due to illness be made up?	no	yes	no	yes	yes	yes	no

tion, caused by illness, be made up in order for the student to receive full credit?" the following replies were received:

Thiel —"Use the cut system in all departments."
Roanoke —"During the semester in which they occur."
Newberry —"Not made up."
Wittenberg —"In another class."
Gettysburg —"Do not require physical education."
Carthage —"In the semester in which it occurs."
Muhlenberg —"In the semester in which it occurs."
Lenoir Rhyne—"Do not require physical education."
Midland —"Not made up."

To the question "How soon must an absence in physical education which is *not* caused by illness be made up in order to receive full credit?" the following replies were received:

Thiel —"The 'cut system' prevails."
Roanoke —"During the semester in which they occur."
Carthage —"During the semester in which they occur."
Muhlenberg —"During the semester in which they occur."
Newberry —"Not made up."
Wittenberg —"By special examination."
Gettysburg —"Do not have required physical education."
Lenoir Rhyne—"Do not have required physical education."
Midland —"Not made up."

Excuses.—Every Lutheran college requires that all absences caused by illness be covered by excuses, which means that if a student is absent from his class on account of illness he is not penalized, although in some cases he is required to make up his work. The following replies were obtained in answer to the question, "Who makes out the excuses?"

Roanoke —"The doctor of medicine."
Newberry —"Student."
Wittenberg —"Nurse."
Carthage —"Dean of Men."
Muhlenberg —"The examining physician."
Gettysburg —Made no reply.
Thiel —Made no reply.
Lenoir Rhyne—Made no reply.
Midland —"Doctor."

The nurse or the doctor is the logical person to make these out, since they are fully conversant with the nature of the illnesses.

In some of the colleges one individual makes out the excuse and another passes on it. It would seem that the person making out the excuse should be the one to pass on it. The following answers were received in reply to the question, "Who passes on the excuses?"

Roanoke —"Dean of Men and Director of physical education."
Newberry —"Athletic Director."
Muhlenberg—"Head of Department."
Wittenberg —"Nurse and staff member."
Midland —"Director."
Thiel, Carthage, Lenoir Rhyne, and Gettysburg made no replies.

If excuses are to be honored they should be presented immediately upon the individual's return to college. To permit the student to do it at his convenience, is likely to bring about abuses and misunderstandings. As it was thought wise to learn what the practice was in this regard in the colleges, the following question was asked, "How soon after any illness which necessitates class absence must excuse be filed in the office, in order that students may be excused from fulfilling the requirements for the time away?" The following replies were received:

Roanoke —"Two weeks."
Newberry —"The next following class."
Carthage —"No time limit."
Muhlenberg—"One week after returning to school."
Thiel, Midland, Lenoir Rhyne, Gettysburg, and Wittenberg made no replies.

The nature of the answers would lead one to conclude that the department of physical education gives little thought to this problem. It is the judgment of the Staff that the practice at Newberry is perhaps the best. The whole question of excuses is a perplexing one, and probably affects the department of physical education more directly than any other department, since one may be well enough to attend classes but not strong enough to participate in physical education. The director of physical education should insist that this whole question of absences be put on a thoroughly sound basis.

Make-up Work.—Practice varies in the different colleges as to when an absence must be made up. The sooner it is made up the better it would seem to be both for the department and for the student. Wholesale make-up of excuses at the close of a semester or term should be avoided. Along this line two questions were asked:

1. "Is it possible for a student to allow all his cuts in physical education to accumulate until the end of the semester and then make them up in wholesale fashion?"

Thiel —"No."
Roanoke —"No."
Newberry —"No."
Wittenberg —"No."
Carthage —"No."
Muhlenberg—"Yes."
Gettysburg, Midland, and Lenoir Rhyne did not answer.

2. "What is the nature of the make-up work?"

Thiel —"No make-up work."
Roanoke —"Same as the regular work."
Newberry —"None."
Wittenberg —"Floor work for illness. Outside reading and report for over-cutting."
Carthage —"Any exercise on regular schedule."
Muhlenberg—"Attend extra classes as follows:
a. Two classes for every cut over six.
b. Three classes for every cut over ten.
c. Repeat semester for more than fifteen cuts."
Gettysburg, Midland, and Lenoir Rhyne did not answer.

The practice at Muhlenberg is open to criticism. It permits a student to put in eight or ten hours a day during the last few days of a term making up his back work. When he has all his

work made up he receives credit in physical education. Should an individual at that time not be in physical condition to do hard physical work, temporary if not permanent injury might result from such a procedure. In addition, such a method places the emphasis in the wrong place. Physical education should not be regarded as a requirement which the college makes of a student simply for the sake of requiring something of him. The student should be encouraged to look upon his physical education work as something which is worth doing for its own sake. If such an attitude were developed the make-up work would cease to be a serious problem.

Grading.—The granting of grades in physical education has always been a topic for much discussion. The academically-minded professor will not admit that any grade given in physical education indicates more than passing or failing. He believes that physical education grades should be based solely on attendance. Attendance alone, however, is no longer the basis on which physical education grades are given; the method of grading is much more scientific, both student performance and achievement being measured by the instructor.

The request was made that each college state the per cent given each of the following items in arriving at a term grade: attendance, performance, attitude. The results are given in Table 245.

TABLE 245

GRADING

COLLEGE	ATTENDANCE	PERFORMANCE	ATTITUDE
Thiel	10 %	60 %	30 %
Roanoke	33⅓	33⅓	33⅓
Newberry	40	20	40
Wittenberg	25	50	25
Carthage	60	20	20
Muhlenberg	100		
Midland	75	5	20

It will be noted that attendance entered quite prominently into the scheme of grading, varying from 10 per cent to 100 per cent; performance varied from 5 to 60 per cent; and attitude from 20 to 40 per cent. There is little doubt that all three should enter

into grading. A weight distribution is suggested as follows: attendance, 20 per cent; performance, 40 per cent; attitude, 40 per cent. In reckoning attendance the rules which prevail in other departments should operate. Credit points allowed toward graduation varied widely, as shown by the following: Muhlenberg, 8; Midland, 6; Thiel and Carthage, 4; Roanoke, Newberry, and Wittenberg, 2 each.

Grades in physical education should follow the normal curve of distribution to the same extent as do the grades in other academic subjects. This means that about 3 per cent will generally fail. Two of the colleges approximate this percentage, as is shown in Table 246.

TABLE 246

FAILURES IN PHYSICAL EDUCATION FOR ONE YEAR

COLLEGE	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
Thiel	4	6	0	0
Newberry	8	0	0	0
Muhlenberg	23	7	8	0
Carthage	9	8	0	0

The faculties of the Lutheran colleges, however, have always sustained the grades reported to the registrar by the director of physical education. Muhlenberg and Roanoke each reported a single failure of a student to graduate because the student failed to meet the college requirement in physical education. Faculties frequently minimize the significance of physical education grades and will waive a deficiency in physical education if it is the only grade standing in the way of graduation.

A common practice among the Lutheran colleges is to excuse men who are placed on athletic teams from further participation in physical education for the remainder of the semester. Muhlenberg is the only college which does not do this. In this case the men who are on athletic teams and have not yet fulfilled their college physical education requirement must transfer to a regular class in physical education. Students at Carthage are required to report only thirty-six times for a semester's credit. This means that if a man reported for football for seven weeks, he would not be required to continue for the remainder of the sea-

son nor to engage in any other form of physical education. This is not a very sound basis on which to work, nor is such a program desirable for the student. Roanoke, Carthage, and Muhlenberg report that the percentage of failures in physical education is higher than in any other department. Newberry reports that it is lower. Wittenberg had no available information. The other colleges made no report.

Records.—In order that a department of physical education may administer its work properly, it is necessary to have a complete record of all students as well as the necessary forms and blanks incident to the handling of the details of the department.

In answer to the question, "Is a permanent record kept in the physical education office of that part of a student's course which has to do with required physical education?"

Thiel, Roanoke, and Muhlenberg replied that they kept a record of the student's work.

Newberry, Wittenberg, Midland, and Carthage stated that they made no attempt to keep any record.

Gettysburg and Lenoir Rhyne did not answer.

It is important for the directors of physical education to know when a student has fulfilled the college physical requirements. This information should be on file in their offices on blanks provided for this purpose. Each college was requested to send samples of all blanks and forms used in the administration of physical education. Thiel had a large number, some of which were very good, while others were quite unnecessary. Lenoir Rhyne sent blanks having to do with athletics. These were very good blanks for the intended uses. Muhlenberg sent a few blanks devised for use with gymnasium classes, but none relating to athletics.

Requirements.—For the most part colleges the country over require physical education for graduation, but there is no uniformity as to the number of years required nor the number of times required a week. Table 247 shows the requirements of the Lutheran group of colleges.

Wittenberg has no gymnasium but requires outdoor work during fall and spring. A student working only two periods a week for two years will scarcely become expert in the skills expected of him in the physical education program of the college, nor will he develop a favorable attitude toward those skills. Muhlenberg

TABLE 247

REQUIREMENTS IN PHYSICAL EDUCATION

	THIEL	ROANOKE	NEWBERRY	GETTYSBURG	WITTENBERG	CARTHAGE	MUHLENBERG	MIDLAND	LENOIR RHYNE
Number of years required for graduation	2	2	2	2	1	2	4	2	0
Number of periods per week	4	2	3	3	1	2	2	3	
Length of periods in minutes	50	32	45	60	45	50	60	60	
Are self-supporting students excused from physical education?	no	no	yes		no	yes	no	sometimes	
Who excuses such students?			faculty			president		advisory board	
If a student is excused from physical education, is he required to substitute other work?	yes	yes	no			yes	no	no	

should add one more period a week to be classed with the other Lutheran colleges which have realized the importance of physical education as a part of the college curricula. Thiel is the only college in the Lutheran group requiring the ability to swim as a prerequisite to graduation. In order for a student to meet this requirement he must demonstrate his ability to swim twenty-five yards. This requirement is inadequate.

MANAGEMENT OF FACILITIES

Swimming Pool.—A study of Table 248 discloses the fact that many important sanitary rules relating to the care of a swimming pool are either being neglected or violated. Unless great care is exercised a swimming pool becomes a medium for the transmission of infection.

The Gymnasium.—It frequently happens that the gymnasium floor serves as a common gathering place for students, especially during inclement weather. Naturally a certain amount of filth and dirt clings to shoes and some of this is carried on to the gymnasium floor. The same thing happens when the gymnasium is

TABLE 248

SWIMMING POOL

	THIEL	GETTYSBURG
Is the water kept at gutter level at all times?	Yes	No
Is the temperature of the water taken every day?	Yes	
Is a chart kept on which the temperature is recorded each day?	No	
What was the average temperature during February 1927?	78	
Is a chart kept on which is recorded daily the number of hours the filter pump is in operation?	No	
Give total number of hours the filter pump operated during February 1927	228	
If this record is not available, about how many hours a day is the filter pump in operation?		6–8
What chemical is used in the filter bed?	Alum	Chloride of lime
How frequently is it applied?	3 months	2 weeks
How much is used at a time?		
How many times each month is bacterial analysis of water made?	1	1
How many times was the pool emptied and cleaned during 1925–26?	4	3
Are spectators allowed on runways at sides of pool during class instruction?	No	No
Are all students expecting to use pool required to present examination card signed by physician entitling them to use of pool?	No	Yes
Are hygienic rules posted in conspicuous places concerning care of self and pool?	Yes	No
Are outsiders required to pass a medical examination before the privileges of the pool are extended to them?	No	No
Is ventilation cared for by exhaust fan or windows?	Yes	Yes

TABLE 248 (*Continued*)

	Thiel	Gettysburg
Is it necessary for spectators to walk on runways along sides of pool in order to get to their seats?	No	
Are men required to take soap bath before using pool?	Yes	Yes
Are women required to take shower bath after putting on suits?	Yes	
Are women required to take shower bath before putting on suits?	No	
Are suits used by women supplied by the college?	No	
Are these suits laundered and disinfected each time?	No	
Are women required to wear rubber caps?	Yes	
Are men permitted to wear any clothing whatever in the pool?	No	Yes
Is there a life guard always in attendance when the pool is in use?	Yes	Yes

used for school parties, "pep" meetings, and campus gatherings of one sort and another. If the gymnasium floor is not swept and wet-mopped immediately after it has been used, those who come on the floor afterwards grind this dirt and filth into dust. Running activities of any sort will cause this dust to circulate through the air. This is breathed into the respiratory tract of those exercising. It is therefore recommended that the gymnasium floors be kept scrupulously clean.

Locker Rooms.—Locker rooms should be swept every day and scrubbed not less than three times weekly. At Carthage the locker rooms are flushed daily. This is a practice to be recommended. Every attempt should be made to keep locker rooms attractive. There was considerable variation among the colleges as to the manner in which the locker rooms were cared for. Table 249 shows the practices at each of the institutions reporting.

Soap Dispensation.—Locker rooms should be provided with soap. It is claimed by those who have tried using soap in its

various forms that liquid soap is more economical and efficacious than soap in the form of a cake. There is also less likelihood that the plumbing will become clogged when liquid soap is used. Table 250 gives the facts reported by these colleges concerning soap dispensation.

TABLE 249

LOCKER ROOM CARE

COLLEGE	SWEPT	SCRUBBED	FLUSHED
Thiel	daily	monthly	--
Roanoke	biweekly	--	--
Lenoir Rhyne	biweekly	--	--
Newberry	triweekly	weekly	--
Muhlenberg	daily	--	--
Carthage	daily	--	daily
Wittenberg	--	--	--
Gettysburg	--	--	--
Midland	biweekly	twice a semester	never

General Sanitation.—If the gymnasium is to be kept in a condition that is at all sanitary it is highly important that all facilities used by students be properly cared for. Every precaution should be exercised to prevent the spread of infection. Table 251 shows what is being done in the Lutheran colleges to keep the facilities sanitary.

TABLE 250

SOAP DISPENSATION

COLLEGE	COLLEGE FURNISHES SOAP	STUDENTS FURNISH SOAP	LIQUID SOAP	CAKE SOAP
Thiel	--	yes	--	yes
Roanoke	--	yes	--	yes
Lenoir Rhyne	--	yes	--	yes
Newberry	--	yes	--	yes
Carthage	--	yes	--	yes
Muhlenberg	yes	--	yes	--
Gettysburg	--	--	--	--
Wittenberg	--	--	--	--
Midland	to athletes only	--	--	--

TABLE 251

CARE OF FACILITIES

COLLEGE	LOCKERS CLEANED EACH SEMESTER	DISINFECTANT USED IN URINALS	STOOLS CLEANED DAILY	TOILET ROOM FLOORS SCRUBBED
Thiel	yes	yes	yes	weekly
Roanoke	no	yes	no	weekly
Lenoir Rhyne	yes	yes	yes	weekly
Newberry	yes	yes	no	monthly
Carthage	yes	yes	yes	--
Muhlenberg	each year	yes	--	weekly
Wittenberg	--	--	--	--
Gettysburg	--	--	--	weekly
Midland	yes	no	no	never

Athletic Equipment.—It has been a practice in many colleges, and still is in some, especially in the case of those having student managers in charge of athletics, to have athletic equipment purchased by some inexperienced and immature student who knows nothing about values and business methods. This is always an expensive procedure, and keeps many of the smaller colleges, and even a few of the larger ones, paying interest on constantly increasing debts. The college is legally liable for all purchases made in its name. It is therefore to the best interests of the college to fix definitely the responsibility for making purchases. There is no question but that it is poor economy to change purchasing agents each year, as is the case when athletics are in control of the student organization.

The situation in this group of colleges is quite satisfactory with regard to the matter of purchasing. Without exception, some member of the faculty or of the staff for business administration makes the purchases. At Thiel, Roanoke, Newberry, Gettysburg, Midland, and Carthage the athletic equipment and athletic supplies are purchased by the athletic director. At Lenoir Rhyne the coach and the graduate manager do the purchasing, while at Wittenberg this is in charge of the athletic director and purchasing agent.

It is a very good practice to distribute purchases for athletic equipment. Woolen mills frequently quote the lowest prices on woolen athletic goods. Some manufacturers sell athletic equipment more cheaply than others and savings may be made if the

purchaser knows the quality of goods desired. It is a good plan to submit lists of needed equipment to different companies for bids. This is done in the larger institutions and certainly should be done by the smaller ones, since they are compelled to run on such a small budget. Roanoke and Lenoir Rhyne obtain bids and then buy from the lowest bidder, if the quality is the same. Thiel, Midland, and Newberry very definitely stated that they did not follow this practice. The other colleges made no comments.

Loss of Athletic Equipment.—One of the principal sources of waste connected with athletics is the loss of equipment. Replacing equipment which wears out through use is not a serious drain on the financial resources of the department, but when there are added to this the losses sustained through the failure of students to return the equipment which has been issued to them, the result is frequently financial embarrassment. Students must learn that the equipment which is issued to them is not theirs to do with as they please, but is merely loaned to them.

Thiel, Roanoke, Lenoir Rhyne, Newberry, and Wittenberg require students either to return equipment or to pay for it. Carthage requires it in football only. Failure to do so at Thiel results in a student's expulsion. At Roanoke credits are withheld. At Newberry the award of letters is withheld. At Wittenberg no additional equipment is issued to a student until he returns or pays for equipment previously issued. At Carthage graduation is delayed and credits are withheld. Midland does nothing about it. Thiel, Roanoke, Newberry, and Wittenberg are to be commended for the policy which they have adopted. Thiel and Carthage both enforced the penalty twice during 1925–26. Lenoir Rhyne, Newberry, Midland, and Carthage seek further to practice economy by employing a person to repair all athletic equipment which can be reclaimed. Thiel, Roanoke, and Wittenberg state that they do nothing about repairing equipment. The other colleges did not reply.

Handling of Finance

Deficits.—Colleges in general experience difficulty in keeping expenditures for intercollegiate athletics within their incomes; this is especially true of those with limited student bodies. Table 252 reveals the general financial situation in the Lutheran colleges. Limited gate receipts and expensive equipment (there is no other kind) throw a heavy burden on the college with limited enroll-

ment. The usual way of meeting this obligation is to require students to pay a larger athletic fee, and in addition to increase receipts by giving entertainments, such as dramatic productions. This latter method of raising money calls for considerable time and money from the students. In some colleges the general college budget takes care of whatever deficit there is at the end of the year. This practice often subjects the colleges to criticism, especially if winning teams must be stressed in order to avoid deficits.

Roanoke does not report a deficit prior to 1923. The yearly deficits since that date have been absorbed by the general college budget. Thiel and Wittenberg do not report a deficit prior to 1924. Their deficits are cumulative and are underwritten by their respective athletic boards of control. Lenoir Rhyne and Newberry report deficits but they are not cumulative, being absorbed each year by the college budget. Gettysburg reports that there is no accurate information available. Carthage had a deficit of $200 in 1921. This has gradually increased until in 1925–26 it amounted to $1,300. Each year it is underwritten by the members of the athletic council. Midland had slightly more than a $700 balance in 1924–25, but in 1925–26 there was a deficit of more than $2,000, which was absorbed by the general college budget.

Receipts.—The colleges were asked to give information as far back as 1921 concerning the receipts in athletics. This request was made for two reasons: (1) To find out whether the various colleges kept their accounts in such form that the athletic incomes and expenditures in each sport could be compared from year to year. (2) To note the increase in receipts.

Wittenberg is the only college in the group that gave complete information for as far back as 1921. The football receipts show a gradual increase, but there was a corresponding decrease in basketball receipts. No explanation was made in either case as to the possible causes. Carthage showed a gradual increase in total receipts. In 1921–22 the receipts were $558, while in 1925–26 they were $1,216. Lenoir Rhyne had a grand total of receipts in 1921–22 of $911, while in 1925–26 they had increased to $6,600. Thiel, over a period of two years, had more than a $3,000 increase. Receipts at Roanoke dropped $2,000 over a three-year period. Newberry had no figures previous to 1925–26. Gettysburg reported that there was no information available. Muhlenberg had no figures prior to 1925–26. Midland made no report of receipts.

Judging from the reports, Wittenberg is the only college which is making any study of athletic finances. The other colleges apparently follow the practice of considering each year as a unit in itself. The only continuity in evidence is that to be found in the steadily mounting indebtedness. Anyone studying Table 254 will at once notice the wide variation in expenditures.

TABLE 252

FINANCES CONNECTED WITH ATHLETICS

	THIEL	ROANOKE	LENOIR RHYNE	NEWBERRY	GETTYSBURG	WITTENBERG	CARTHAGE	MUHLENBERG	MIDLAND
Is there a budget for each sport?	no	no	no	no	no	yes	yes	yes	yes
Amount of compulsory athletic fee	$12	$15	$10	$8.50	$10	$5	$8.50	$15	$5
Who of the following hold gate money in deposit: (1) treasurer, (2) athletic committee, (3) athletic director, (4) graduate manager	(2)	(1)	(1)	(3)	(4)	(1)	(1)	(1)	(1)
Who collects athletic fee: (1) student body, (2) college		(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
Are all disbursements covered by vouchers?	yes	yes	yes	yes	no	yes	yes		yes
Who of the following draws checks for payment of athletic bills: (1) treasurer, (2) athletic director, (3) graduate manager, (4) president of athletic board, (5) business manager	(1)	(2)	(3)	(4)	(3)	(4)	(5)	(1)	(1)
How often are the athletic accounts audited: (1) monthly, (2) yearly, (3) never	(1)*	(1)	(1)	(1)	(3)	(2)	(1)	(1)	No special audit
Who audits the athletic accounts: (1) executive secretary, (2) college treasurer, (3) college auditor, (4) committee of trustees, (5) college bookkeeper, (6) athletic committee	(1) and (2)	(3)	(3)	(6)		(5)	(6)	(6)	Included in General Audit
Does auditor actually check every voucher covering athletic expenditure?	yes	no	yes	yes		yes	yes	yes	

Note: Only 45 per cent of the colleges budget the different intercollegiate sports. In each college student athletic fees are paid at the time of registration. The athletic accounts of Gettysburg are not audited.

TABLE 253

ATHLETIC RECEIPTS 1925–26

	THIEL	ROANOKE	LENOIR RHYNE	NEW-BERRY	WITTEN-BERG	CAR-THAGE	MUHLEN-BERG
Football	$ 5,231	--	--	$3,287	$ 8,400	$ 683	$25,568
Basketball	1,726	--	--	1,178	3,100	517	770
Baseball	--	--	--	955	125	--	758
Track	385	--	--	--	--	--	141
Wrestling	--	--	--	--	--	--	--
Swimming	63	--	--	--	--	--	--
Tennis	--	--	--	--	--	--	10
Tournaments	564	--	--	--	--	--	--
Student fees	4,220	--	--	2,413	7,100	--	5,255
Benefits	93	--	--	--	--	--	--
Gifts	26	--	--	--	--	--	--
Miscellaneous	--	--	--	--	--	--	--
Property	--	--	--	--	3,466	--	--
Total	$12,808	$8,216	$6,602	$7,833	$15,725	$1,215	$35,969

Note: Roanoke and Lenoir Rhyne did not itemize their reports of athletic receipts. Gettysburg reported no information available.

TABLE 254

ATHLETIC DISBURSEMENTS

	THIEL	ROANOKE	LENOIR RHYNE	NEW-BERRY	WITTEN-BERG	CAR-THAGE	MUHLEN-BERG
Football	$ 9,270	--	--	$3,184	$14,500	$2,382	$16,788
Basketball	2,443	--	--	1,575	3,150	1,358	4,184
Baseball	--	--	--	1,820	650	--	4,430
Track	370	--	--	--	150	324	1,729
Wrestling	390	--	--	--	--	--	--
Swimming	94	--	--	--	--	--	--
Tennis	17	--	--	--	250	--	97
Boxing	--	--	--	--	--	--	--
Interest on debts	38	--	--	--	--	15	--
Notes and interest	--	--	--	--	--	--	6,562
Property	--	--	--	--	--	--	2,275
Totals	$12,622	$13,084	$9,730	$6,579	$18,700	$4,079	$36,065

Note: Gettysburg did not report disbursements.

Itemization and Classification of Disbursements.—The blank which each college was requested to fill asked that athletic disbursements be classified into smaller units. This classification was requested for two reasons: (1) It would show whether a college carried out any form of bookkeeping. (2) It might bring to light certain faults as well as worth while practices. The classified expenditures as reported are given in Tables 255 and 256. These tabulations will enable an individual who is responsible for the administration of athletics to make a thorough study of expenditures in the various sports.

Thiel College announced that an itemized account was kept but that it was unclassified. Such a system of bookkeeping would be of little help in working out a budget for each sport. Roanoke has a miscellaneous heading under which every item is included which does not definitely fall within the following: uniforms, coaching, traveling, advertising, and officials. This item of "inci-

TABLE 255

ITEMIZED FOOTBALL DISBURSEMENTS, 1925–26

	ROANOKE	NEW-BERRY	WITTEN-BERG	CAR-THAGE	MUHLEN-BERG
Uniforms	$2,000	$ 494	$1,528	$408	$3,036
Coaching	6,700	--	2,600	--	1,500
Traveling	1,500	2,000	925	857	8,741
Athletic supplies	--	67	379	298	--
Care of fields	--	50	800	249	1,396
Hospital fees	--	--	182	--	--
Medical supplies	--	50	--	92	443
Doctors' fees	--	--	--	80	--
Tutoring	--	--	50	--	--
Scouting	--	--	303	--	--
Training table	--	--	--	--	--
Training camp	--	--	--	--	--
Pre-season training	--	258	--	--	--
Advertising	373	50	366	--	839
Rent	--	--	--	30	--
Clerical help	--	--	--	--	--
Printing	--	50	312	193	--
Interest on debts	--	--	4,500	--	6,562
Telephone and telegrams	--	10	67	15	--
Student managers	--	--	--	--	--
Incidentals	675	100	100	5	--
Scholarships	--	--	--	--	--
Officials	637	255	370	130	831

TABLE 256

ITEMIZED BASKETBALL DISBURSEMENTS, 1925–26

	NEW-BERRY	WITTEN-BERG	CAR-THAGE	MUHLEN-BERG
Uniforms	--	$ 204	$203	$ 471.24
Coaching	--	2,600	--	2,000.00
Traveling	$400	265	602	817.00
Athletic supplies	100	154	91	146.00
Care of fields	50			
Hospital fees	--	--	--	--
Medical supplies	25	20	49	22.00
Doctors' fees	--	--	26	--
Tutoring	--	--	—	--
Scouting	--	34	--	--
Training table	--	--	--	--
Training camp	--	--	--	--
Pre-season training	--	--	--	--
Advertising	25	66	89	12.75
Rent	--	600	--	--
Clerical help	--	--	--	--
Printing	10	50	--	--
Interest on debts	--	--	--	--
Telephone and telegrams	10	24	--	--
Student managers	--	--	--	--
Incidentals	25		155	--
Scholarships	--	--	--	--
Officials	125	150	120	100.00
Guarantees	807	--	--	--

dentals" should be broken up into smaller units. Lenoir Rhyne states that no separate accounts are kept. Muhlenberg has an item of $839 for advertising, and also has an even larger interest item than Wittenberg, the amount paid in 1925–26 being $6,562. At six per cent this would be the interest on a principal of $109,200. This is not a charge which is heavy for Muhlenberg to carry, in view of large gate receipts, but it is a question whether it is wise thus to burden a college to this extent. Work done on the football field at Wittenberg cost $800. Wittenberg also pays a yearly interest premium of $4,500 on a loan negotiated when the stadium was being finished. This amount cuts rather heavily into the athletic receipts, and is greater than the entire yearly athletic disbursements at Carthage. Even though all the coaches and physical education staff members are members of the Wittenberg faculty, the receipts from athletics must pay their salaries.

CHAPTER X

PROGRAMS AND POLICIES

Activities

Gymnasium Schedule.—Responses to the blank which was sent to each college to ascertain how many hours each day the gymnasium was in use provided the information reported below.

Thiel has no morning classes, except on Saturday. The afternoons and evenings are well taken up throughout the year, but inasmuch as the gymnasium is a community institution and is used by outsiders, the returns are very misleading. In reality it is used very little by the college students. Roanoke uses the wrestling room four days a week, from ten to eleven, and the gymnasium floor for basketball four days a week from twelve to one. In the spring, indoor baseball takes the place of wrestling and playground baseball takes the place of basketball. Every afternoon during the fall and winter and late into the spring, the varsity practices basketball from three to five o'clock. Aside from these hours the gymnasium is not used. Lenoir Rhyne has never required physical education. If the gymnasium is ever used for anything other than basketball, it is at the discretion of the students. Newberry uses the gymnasium for a class in physical education three days a week, from four to five, throughout the year. During the basketball season the gymnasium floor is used for varsity basketball. Gettysburg has never required physical education. Wittenberg has no gymnasium. At Carthage a coaching class uses the gymnasium one hour a day two days a week throughout the year. During the winter the men use the gymnasium from five to six. Muhlenberg states that the gymnasium is in use during the forenoon, but does not state any definite hours. During fall and winter they have intramural basketball from four to five, five days a week. Midland assigns the gymnasium to men from eleven to twelve, Mondays, Wednesdays, and Fridays, and from three to four every school day throughout the year.

Outdoor Activities.—Questions similar to those covering gymnasium activities were asked to ascertain the extent to which students engaged in organized and unorganized outdoor activities. The following facts were gleaned from the information received:

Thiel has an outdoor program two days a week from one to six, and one day a week from two to six. The director failed to state whether these activities were supervised or whether they were merely free periods during which the students might play. The latter is probably the case, since the director carries a heavy schedule. Roanoke plays varsity football in the fall and varsity baseball in the spring. A little track work also is done in the spring. Other than this the outdoor facilities are not used. Lenoir Rhyne and Gettysburg made no replies. Newberry reports tennis as the only outdoor activity, except football and baseball, which are varsity sports. Wittenberg carries on some work for freshmen during the fall and spring in addition to the regular varsity sports. Tennis courts are provided but replies did not indicate to what extent they are used. Tennis is an activity that might very well be developed. Carthage reports that only the varsity uses the outdoor facilities. Muhlenberg maintains and administers a very acceptable outdoor program. In the fall football and track are offered, and in the spring baseball, track, volley ball, tennis, and playground ball. It is very probable that Muhlenberg has an even more extended outdoor program than is indicated on the blank, as four years of physical education is required.

The inference one would draw from the foregoing description of indoor and outdoor activities is that very little is being done to challenge the interest and encourage the participation of the student body. Those students who naturally enjoy athletics look out for themselves, but it is the great mass who must be taught to play. Proper attitudes toward recreation must not be neglected. It is therefore an obligation of the college to provide a program of physical education which will reach all students. In addition, skills should be taught which can be employed in recreational activities after college days are over.

Corrective Work.—Carthage and Muhlenberg prescribe corrective exercises for the physically subnormal. At Carthage the director of physical education prescribes for obesity, irregular heart rate, and fallen arches. He states that all cases are treated individually, in conformity with general practice. A director

who is not medically trained should not, however, diagnose or prescribe for heart cases. A physician should make the diagnosis and advise with the director concerning the prescription. Muhlenberg also reports that the director of physical education diagnoses the students' condition, prescribes the exercise, and checks on all progress made; although it is intimated that the physician prescribes for heart cases. It is reported that the director prescribes for scoliosis, lordosis, kyphosis, underweight, low blood pressure, irregular heart beat, prolapsed abdomen, tubercular tendencies, fallen arches, and water on the knee. The first three named are treated individually and the last seven in groups. This is a somewhat questionable procedure. Thiel indicates that posture is emphasized only in a general way. Muhlenberg states that fully ninety per cent of the students who are actually taking corrective work for bad posture show improvement. The other colleges make no attempt whatsoever to improve posture.

Range of Activities.—Table 257 shows that the colleges as a group do not offer a very wide range of activities from which students may make a selection. Activities such as golf, tennis, hiking, and archery are not offered at all by the majority of the colleges. Most of them state that they give instruction in tennis or that tennis courts are available if students wish to use them. College is a place in which to learn recreational skills. During the college period a student can become quite proficient in these skills if given the opportunity and provided with the facilities. The purpose of the department of physical education should be to develop in each student a proper attitude toward, and a love for, recreation.

Intramural Athletics.—The non-varsity man receives returns from intramural athletics which are comparable to those enjoyed by the man in intercollegiate athletics. Every attempt should be made to further these activities. Competition between classes and between the different units on the campus will provide opportunity for all to participate. This will require some administrative attention, but it is the only way in which everyone can be reached.

Thiel, Lenoir Rhyne, Wittenberg, Carthage, and Muhlenberg state that they carry on an intramural program. Roanoke, Newberry, Midland, and Gettysburg state that they do not. Intramural sports in the colleges are conducted entirely on the volunteer basis and no credit is given for them in physical education. It would seem much better to permit intramural participation to be

TABLE 257

ACTIVITIES IN WHICH INSTRUCTION IS GIVEN

	Thiel	Roanoke	Lenoir Rhyne	Newberry	Gettysburg	Wittenberg	Carthage	Muhlenberg	Midland
Handball	×								
Football	×	×	×	×	×	×	×	×	×
Folk dancing	×								
Basketball	×	×	×	×	×	×	×	×	×
Swimming	×				×				
Speedball	×								
Track	×	×	×		×		×	×	×
Tennis	×	×	×	×	×		×	×	×
Calisthenics	×		×	×			×	×	×
Hiking	×								
Marching	×			×			×	×	×
Apparatus	×			×					
Wrestling	×	×	×	×					
Natural dancing	×								
Baseball		×	×	×	×		×	×	
Soccer	×								
Volley ball	×	×	×	×			×	×	×
Group games	×						×	×	
Boxing	×			×					
Indoor baseball	×	×		×				×	×

Note: Golf, archery, lacrosse, water polo, ice hockey, ice skating, squash, land hockey roller skating, equitation, and fencing, are activities in which instruction is not given.

substituted for regular gymnasium work. This would meet with the approval of the students. After all, are not skills and attitudes what a department seeks to develop? Where can these be developed to better advantage than in an intramural program? Classes, fraternities, literary societies, clubs, and dormitory groups serve as units around which the intramural program can be built. Athletic fees financed the intramural program in those colleges which sponsored it. Table 258 shows the number of intramural contests reported by four of the colleges.

Thiel and Muhlenberg carry on the best intramural programs, although they do not begin to enlist all the men in either college. Each of the Lutheran colleges was asked to state the total number of men who participated in the intramural program during 1925–26. Counting a man only once even when he may have appeared on two or more teams, the results were as follows: Thiel, 86;

TABLE 258

INTRAMURAL CONTESTS

	THIEL	LENOIR RHYNE	WITTENBERG	MUHLENBERG
Handball	4	--	--	--
Track	8	--	--	8
Football	2	2	--	--
Tennis	4	4	--	8
Basketball	16	4	--	8
Cross country	--	--	--	--
Baseball	--	4	--	--
Volley ball	--	--	5	8
Playground baseball	--	--	--	8

Lenoir Rhyne, 100; Wittenberg, 150; Muhlenberg, 138. Wittenberg reached a greater number of men with only one sport than did Muhlenberg with five sports.

It is recommended that the directors of physical education or athletics in the Lutheran colleges supervise and administer the intramural program. The providing of officials is usually a problem. Carthage meets the difficulty by assigning members of the coaching class to this work as a part of their regular class assignments. In colleges not having a coaching class it may be necessary for the members of the physical education classes to do the officiating. It is also possible that there are members of the faculty who would be willing to serve.

Instruction in Hygiene.—College students should receive a certain amount of instruction in personal hygiene, and the department of physical education should give it or see that it is offered. Gettysburg and Muhlenberg offer courses in hygiene and give academic credit for them. Thiel, Wittenberg, and Carthage offer the courses, but do not grant credit.

It is suggested that, in the colleges not offering personal hygiene, it be made a definite part of the physical education program for one term. That is, if physical education meets three times a week, one day should be set aside for hygiene. It should be treated as a textbook course, requiring notebooks, class discussions, term papers, and final examinations.

Recreative Activities for the Faculty.—A condition most favorable to the department of physical education is that members of the faculty be actively engaged in recreational activities. The more

interested they are, the more they will favor an extensive program. Many of them have never learned how to play. Once they realize the returns which come from recreation, they will be enthusiastic in its support. Activities which might interest them are tennis, volley ball, handball, archery, squash tennis, horseshoe pitching, and golf. A definite time should be set aside for them, equipment should be supplied, and instruction and supervision given. This is suggested as a means of enlisting more whole-hearted support on the part of the faculty.

Intercollegiate Athletics

Control.—Intercollegiate athletics at Roanoke, Lenoir Rhyne, Newberry, and Carthage are wholly under faculty control. At Thiel, Gettysburg, Wittenberg, and Midland intercollegiate athletics are controlled by an organization made up of faculty, students, and alumni. At Susquehanna athletics are largely under one-man control, the power resting with the director of physical education. Muhlenberg failed to give any information on this

TABLE 259

Governing Body in Control of Athletics

Unit	Thiel	Roanoke	Lenoir Rhyne	Newberry	Gettysburg	Wittenberg	Carthage	Midland
Number making up governing body	8	3	3	4	8	9*	8†	6
Students	2	--	--	--	2	--	3	3
Faculty	3	3	3	4	2	3	2	3
Alumni	2	--	--	--	2	2	1	--
Non-college members	1	--	--	--	2	1	--	--

*Three of the nine are associate members only, two coaches and the college purchasing agent.
†Two of the eight are members without vote, the director of athletics and the college business manager.

matter. Athletics entirely under the control of the faculty is unquestionably the best plan. An athletic board of control which represents all the interests of the college is a very good organization to serve in an advisory capacity, but is likely to be unsatisfactory when clothed with official power. Table 259 shows the composition of the governing bodies.

Lenoir Rhyne, Newberry, and possibly Roanoke have ideal units of control. All powers are vested in a committee made up exclusively of faculty members. At Roanoke the president of the college and the director of physical education compose two-thirds of the committee, which really means that the power is not in the hands of the faculty, since neither the president nor the director is a teaching member of the faculty.

The following replies were received in answer to the question, "To whom is this board responsible?"

Gettysburg	—Board of trustees.
Thiel	—Board of trustees.
Roanoke	—President of college.
Lenoir Rhyne	—President of college.
Newberry	—Faculty.
Carthage	—Faculty.
Midland	—Board itself.
Wittenberg	—Board of directors and president.

Thiel, Gettysburg, and Wittenberg have non-college members on their boards of athletic control. Obviously this is for the purpose of enlisting financial support. In each instance the members are local business men. Of course it is necessary to stimulate local patronage, but this should not be secured by bringing into the college outside influences which may view athletics largely from the professional point of view. Such members are eager for local teams to win, since they know that a winner is good advertising for the town and business. In such a situation the coach who has a bad season, or two in succession, may be dismissed. Rarely does the non-college man get the educational point of view of the college program. It is much more satisfactory for a college to control its own athletic affairs, even though it may mean a curtailed schedule, or cessation of intercollegiate athletics. A very satisfactory plan is to have athletics in control of the director of physical education, who is responsible to the faculty and the president. He should have an advisory committee made up of representatives from the faculty, students, and alumni. Student opinion should be heard, faculty criticism should be recorded, and alumni suggestions should be considered; but in the final analysis the director of physical education should be held responsible.

Eligibility of Athletes.—Thiel, Roanoke, Lenoir Rhyne, Susquehanna, Midland, and Carthage permit freshmen to play on the

varsity teams. Newberry, Gettysburg, Wittenberg, and Muhlenberg do not. In the latter group a student must have been in residence at least one year before he may represent his college in any sport. The one-year transfer rule is in force in all the colleges. If a student has been enrolled at one college and transfers to another, he must have been in residence in the latter college at least one year before he may become a member of any varsity team.

There has been a movement to limit the number of intercollegiate sports in which a man may participate in any one year. Although this movement is not general, its supporters feel that the college exists for purposes of education rather than as a place in which one spends all his time in intercollegiate athletics. A limiting rule would work a hardship on the small colleges, since they do not have enough athletes from which to draw the personnel of their teams. The director of physical education at Wittenberg feels that there should be a limitation. The others do not express themselves.

Training Tables.—A number of the college conferences have ruled against the training table, but there are isolated colleges and universities which do not belong to conferences which have one in football. In the Lutheran group, Roanoke has one in football and Lenoir Rhyne maintains one in both football and basketball.

Special Physical Examinations.—The first item in Table 260 would lead one to believe that those colleges requiring a medical examination as a prerequisite to participation in varsity sports made this examination just previous to each sport. This is not the case. The examination which is made at the beginning of the year suffices for the entire year. It would seem that colleges should insist that all athletes be medically examined before being allowed to represent the college on any athletic team. A three-sport man according to this plan would receive three medical examinations during the year, one before the beginning of each sport. Metropolitan Life Insurance statistics show that the expectancy of life is shorter with baseball men than with men in any other sport. Not a single college reported giving a baseball man a medical examination.

Athletic Scholarship.—Newberry, Wittenberg, and Carthage state that they do not have athletic scholarships but that they have general scholarships for which athletes are eligible. Wittenberg gives aid, either in part or entirely, to about two hundred

TABLE 260

PHYSICAL CONDITION OF ATHLETES

	THIEL	ROANOKE	LENOIR RHYNE	NEWBERRY	GETTYSBURG	WITTENBERG	CARTHAGE	MIDLAND
Are athletes medically and physically examined before they enter any given sport?	Yes	Yes	No	No	No	Yes	Yes	No
Is permission to participate contingent upon passing successfully this medical and physical examination?	Yes	Yes	No	No	No	Yes		No
How often during season are heart, lungs, blood pressure and general physical condition checked by the physician?	Once		No	No	No	Holidays		No
Check each of the following sports in which daily weight charts are kept during the season:								
Football	×			×		×		×
Basketball	×			×		×		×
Wrestling	×							
Boxing								
Baseball								
Track								×
Swimming								
Tennis								

students. This college states that about twenty-five of this number are athletes. Thiel is the only one in the group which reports any outside subsidy for athletics. The athletic scholarship situation in most of these colleges seems quite satisfactory. Facts reported by the colleges in this matter are given in Table 261.

Part-Time Employment for Athletes.—Every college is called upon to provide part-time employment for students. To do this efficiently some individual or committee of the faculty should be in charge. All sources of work should be canvassed and catalogued. Students should be required to fill out blanks which will give an idea of what each can do, so that each may be placed in a position for which he is best fitted.

TABLE 261

ATHLETIC SCHOLARSHIPS

	THIEL	ROANOKE	LENOIR RHYNE	NEWBERRY	GETTYSBURG	WITTENBERG	CARTHAGE	MIDLAND
Does the college grant scholarships for which only men out for athletics are eligible?	yes	no	no	no	yes	no	no	no
How many such were granted in 1925–26?	6	0	0	0	40	0	0	0
Do the alumni grant scholarships for which only men out for athletics are eligible?	no	no	no	no	no	no	no	no
How many were granted in 1925–26?	0	0	0	0	0	0	0	0
Are there organizations, philanthropic in nature, which are non-academic, which pay the equivalent of scholarships to athletes?	yes	no	no	no	no	no	no	no
How many athletes were thus favored in 1925–26?	18	0	0	0	0	0	0	0
Is the dean's office acquainted with all sources from which scholarships come?	no	no	0	no	yes	no	no	
Are they registered with him?	no	no			no			
Is the athlete eligible to apply for both general scholarships and athletic scholarships?	yes	yes	yes	yes		yes	yes	
State number of athletes granted general scholarships in 1925–26		10	12	4	25	7		
State number of non-athletes granted scholarships in 1925–26		20	30	36		175	7	0

At Thiel the director of physical education has charge of the appointments. In the period of one year he placed twenty-five athletes and twelve non-athletes. At Wittenberg about one hundred

non-athletes and ten athletes received employment through the agency. It is recommended that the other colleges arrange some plan for part-time employment.

Tutoring.—Even the most enthusiastic exponent of college athletics might question the ethics of providing tutors for athletes. It might be argued that this places too much emphasis on athletics and, further, that men should go to college for an education and not to participate in athletics. It is for just this reason that others would supply tutors. They argue that inasmuch as the athlete gives of his time in defense of the athletic honors of the college, and inasmuch as athletes also go to college for the purpose of getting an education, it is perfectly ethical for the college to supply tutors to those athletes who are retarded in their academic work.

Wittenberg uses this latter argument in defense of its policy of tutoring athletes. During the 1925–26 season ten athletes were tutored. The expense was defrayed by the Board of Athletic Control. The tutoring expense amounted to $50.

This practice is not one to be encouraged, although there is nothing unethical in the practice at Wittenberg, provided that as soon as the season has closed the college withdraws its financial support. It should be borne in mind, however, that the practice has grave dangers in that it tends to professionalize the student.

Contracts for Athletic Contest.—Colleges should not be too ambitious in the character of their schedules. A game should not be scheduled with a college so remote that the guarantee would be almost prohibitive. Weather is such an uncertain proposition that no college has a right to gamble on the question as to whether it will have a good day for the game. Inasmuch as the signing of contracts is entirely in the hands of faculty members it is unlikely that any college in this group will be burdened with guarantees which are beyond its ability to meet. All contracts should be signed by the director of physical education.

Scouting.—When Yale and Princeton entered into a non-scouting agreement, the rest of the college world waited and wondered. Since that time, however, many colleges in the country have voluntarily discontinued the practice. This has done much to reduce the barrage of criticism against overemphasis on college athletics. Scouting, as now carried on by most of the colleges, is a waste of money and time.

In 1925–26 Thiel and Wittenberg scouted all football teams against whom they played. Roanoke and Carthage scout the teams which are their opponents in the big games. The other colleges made no comment on this practice. Wittenberg scouts basketball as well as football. The coach thinks that much more can be gained by scouting basketball than football. This statement should receive some consideration since the same man

TABLE 262

SCOUTING FOR ATHLETES

	NUMBER ANSWERING YES	NUMBER ANSWERING NO	NUMBER FAILING TO ANSWER
Is the policy of going out for athletes featured?	1	6	1
Does the college maintain field secretaries who make it a business to interest themselves in promising athletes?	2	5	1
Is there any organization which goes out for athletes?	1	6	1
Is this organization connected with college (1) directly, (2) indirectly?		1	
Do varsity coaches go out after athletes?	3	4	1
Is there an organized group of alumni who scout for athletes?	1	6	1
Do you personally believe in scouting for athletes?	3*	6*	
Is there keen competition in your section for high school athletes?	8		
Is the college able to meet this competition?	1	7	
What is the attitude of your conference on scouting? (1) against, (2) quiescent, (3) in favor	5	1	2

* One institution reported "yes and no."

coaches both sports and he is considered better qualified for passing judgment than the average coach. Carthage sends a student to scout opponents.

A difference of opinion exists among the coaches of this group as to the value of scouting. Wittenberg feels that it justifies the expenditure of time and money if it is not overdone. Carthage believes that the values claimed for scouting are very much overrated, but recognizes the fact that it does give the coach a certain sense of satisfaction. Lenoir Rhyne indicated that it would send scouts if money were available.

Table 262 shows that each college reports keen competition for athletes in its district, and with some few slight exceptions each is unable to meet the competition. Some say they make no attempt to meet it. Since the colleges reporting are rather widely distributed geographically, the assumption is that scouting for athletes is not confined to one particular section of the country.

Number of Contests.—Inasmuch as practically every Lutheran college at the close of each year is confronted with a deficit in athletics it would seem wise to curtail the number of games played in each sport. Table 263 gives the number of athletic games played by each college.

TABLE 263

Athletic Games Played by Each College

	Thiel	Roanoke	Lenoir Rhyne	Newberry	Wittenberg	Carthage
Football	9	9	9	10	8	9
Basketball	10	11	18	24	15	20
Track meets	4	1	1	0	0	4
Baseball	0	8	21	22	10	0
Boxing	0	0	0	0	0	0
Wrestling	2	0	0	0	0	0
Swimming meets	2	0	0	0	0	0
Fencing meets	0	0	0	0	0	0
Soccer	0	0	0	0	0	0
Hockey	4	0	0	0	0	0
Tennis	0	0	0	0	0	4

Newberry plays twenty-four basketball games in eight weeks, making an average of three games each week. This not only

results in a financial drain but also causes unnecessary physical strain on the men involved. Twelve to sixteen games are all that are played by universities belonging to the Western Collegiate Conference. Why should a small college with the enrollment of Newberry undertake so many more? Surely not to keep up the interest, for it would seem on the contrary that interest would be lessened. Seven football games should be an ample number for any college. More than this number adds to the expense and increases the strain on the athletes. Twelve to sixteen baseball games should answer the needs of each college, with the number kept nearer twelve than sixteen.

A schedule for the year such as Newberry presents requires the investment of altogether too much time on the part of students who are members of teams. As a result, they have little energy left for the educational purpose for which they came to college. The physical and social values which come from intercollegiate competition are very real, but, after all, the future of students is not dependent on the number of football games in which they compete but on the sum total of experience and training which they receive in all phases of college life. In the small college many of the athletes take part in the whole range of possible sports, which takes too much time from their academic subjects. This supports the argument that students should be limited in the number of sports in which they may represent their college during any one year.

Table 264 shows clearly that the athletic load of the various colleges reporting is being carried by a comparatively few men, which bears out the assertion that in the small college it usually follows that the basketball team is recruited from the football squad, and track and baseball teams from football and basketball teams. This throws a tremendous burden on the all-round athlete. He is urged by college loyalty to go out for all sports. He is told that his college must win. Students and coaches are vigorous in their appeals that the athletic prestige of the college must be defended. At the sacrifice of his college work he participates. This repeats itself at the oncoming of each seasonal sport.

Thiel College has added wrestling and swimming to the list of intercollegiate sports. The director stated that the members of the team were also members of the football and basketball teams, which means more time away from classes. In order not to over-

TABLE 264

NUMBER OF STUDENTS COMPETING IN ONE, TWO, THREE, OR FOUR SPORTS IN 1926–27

	THIEL	ROANOKE	LENOIR RHYNE	NEWBERRY	WITTENBERG	CARTHAGE
Men competing in one and not more than one intercollegiate sport in 1926–27	35	7	36	30	38	41
Men competing in two and not more than two intercollegiate sports in 1926–27	15	10	8	20	11	9
Men competing in three and not more than three intercollegiate sports in 1926–27	3	3	8	18	2	3
Men competing in four and not more than four intercollegiate sports in 1926–27	0	0	1	0	0	0

Note: The Roanoke blank gave the number of letter men in one, two, and three sports, respectively, instead of the number of students competing.

load a few students the number of sports in which a man may participate in any one year should be limited by college regulation.

Number of Absences from the Campus.—A lengthy schedule in each sport results in many absences from classes. This, coupled with the fact that some students belong to all athletic teams, brings about a condition which prevents some men from keeping up their college work. Table 265 gives some idea of how prevalent absences are among athletes.

Of the colleges reporting, Lenoir Rhyne presents a situation in which the athletic teams are away from the campus twenty-six days in the aggregate, which is about one-seventh of the school year. Such a condition cannot but have worked a hardship on at least the eight students who were members of three athletic teams during the school year of 1925–26. This situation emphasizes what has already been pointed out, that the athletic load in the small college is carried by a comparatively few men.

Post-Season Games.—None of the Lutheran colleges played post-season games during 1925–26. It is desirable to have a regular policy against such games.

Number of Hours of Practice.—All the colleges in this group

TABLE 265

NUMBER OF DAYS ATHLETES ARE AWAY FROM CAMPUS

	THIEL	ROANOKE	LENOIR RHYNE	NEWBERRY	WITTENBERG	CARTHAGE
Football	--	--	7	4	--	3
Basketball	3	4	8	6	2	6
Baseball	--	--	9	6	5	--
Track	--	--	2	--	--	--
Tennis	--	--	--	--	--	1

practice football about two hours every day, which is the time allotted by most colleges. The same is true of baseball. There is, however, some difference in the time devoted to basketball. Roanoke and Lenoir Rhyne devote one and one-half hours per day, while Newberry, Wittenberg, and Carthage each give over two hours. Two hours does not seem excessive in any sport. It is hardly possible to devote less time and give the proper training to the men and the necessary attention to team play.

Thiel, Roanoke, Newberry, and Lenoir Rhyne report the following number of days of pre-season practice; 10, 14, 15, and 6, respectively. This, added to their already long season, gives the following totals of weeks spent in football: Thiel 11, Roanoke 11, Newberry 14, and Lenoir Rhyne 13. Newberry and Lenoir Rhyne use more than one-third of the school year in football. This appears to be an overemphasis on football. The colleges of the Western Collegiate Conference during 1926–27 gave a little more than nine weeks to football. The tendency of the small college is to give too much time to athletics.

POLICIES

A member of a physical education staff should make it a point to support in theory and practice the usual college customs and procedures, attending receptions, formal gatherings, and school parties, and expressing willingness to serve on committees in charge of such functions. The colleges of the Lutheran group reported that physical education staff members have been as loyal as other faculty members in attending and supporting college functions.

The department of physical education should acquaint students

with the findings made in the medical and physical examinations. Thiel, Roanoke, Newberry, and Muhlenberg reported that they make it a part of their policy to inform students of the exact findings recorded on the medical blank. The other colleges made no reply. Thiel excused four students from all physical education obligations in 1926–27: Newberry, six; Carthage, two; and Muhlenberg, twenty-four. The large number at Muhlenberg can be accounted for by the fact that they have in the student body a number of government compensation cases.

Classes in physical education should start on the same day as other classes in college. It is a practice in some colleges to delay the beginning of physical education classes. The excuse given is either that the medical and physical examinations take time or that it takes the first week to make adjustments and to get acquainted. A late beginning is likely to develop a wrong attitude on the part of the student toward physical education. Teachers in physical education should hold to the same requirements insisted upon by other departments. The practice in the Lutheran colleges is in the direction of leniency in the time of beginning classes.

The department of physical education should insist that sex education be given by the department which can do it best. Carthage and Muhlenberg offer sex education to the men in the college. At Carthage this instruction is given by the professor of biology and at Muhlenberg by the college physician. Muhlenberg uses the class instruction method, while Carthage follows the group discussion method.

The director should insist that every principle of sanitation be carried out in the care of all gymnasium facilities. Table 266 shows what is being done in the colleges of this group with respect to certain situations.

A study of Table 266 discloses the fact that the colleges as a group are quite lax in observing the sanitary practices suggested. A sanitary environment assists in developing health habits. Conditions found at Newberry would indicate that no care whatsoever was exercised in keeping the place clean. Janitorial service was left to the students and they were very careless and most irregular in their methods of cleaning.

Each college was asked to state the three outstanding developments in the department of physical education which had con-

TABLE 266

CARE OF LOCKER ROOMS AND GYMNASIUM FACILITIES

	Thiel	Roanoke	Newberry	Wittenberg	Carthage	Muhlenberg	Midland
Daily inspection of lockers						×	
Washing of benches in locker rooms daily					×		
Thorough cleaning and scrubbing of toilet rooms daily	×			×	×		
Cleaning of towel room daily				×		×	
Extermination of all tendencies to locker room odors	×		×	×	×	×	
Provisions for receptacles for spitting and daily cleansing of them			×	×			
Furnishing of good soap	×			×		×	×
Keeping floors and corners scrupulously clean			×	×	×		
Scrubbing runways in swimming pool daily	×						
Flushing out locker room daily					×		
Periodic examination of athletes						×	
Actually exercising of control of condition of athletes		×	×	×	×		×

tributed to elevating the department to the level of other departments. The answers follow:

Thiel:

1. Enforcement of discipline.
2. Intramural program.
3. Professor of physical education teaching two science courses.

Roanoke:

Success of major sports.

Lenoir Rhyne:

No department of physical education.

Newberry:

1. Absolute and prompt attendance.
2. Excuses required for absences.
3. Grades given for work.

Gettysburg:

No department of physical education.

Wittenberg:

No outstanding developments in the department of physical education at Wittenberg have been made. This is occasioned by lack of a gymnasium.

Carthage:

1. Insisting that athletes be men of at least fair scholarship and character.
2. Development of a course for high school coaches.
3. The department never questions grades nor interviews professors concerning standing of athletes.

Muhlenberg:

The enforcement of the requirements by faculty action.

Roanoke claims that success in major sports has contributed to raising the level of the department of physical education to that of other departments. One would hardly say that success in major sports necessarily has any academic implication. It is conceivable that a college might not win a contest in the major sports and the department still achieve a level of work paralleling that of other departments. Reed College of Portland, Oregon, has no intercollegiate athletics at all and yet the department of physical education occupies as important a place in the academic life as does any other department. It would be just as consistent for Roanoke to claim that the English department has elevated itself to a high level because the debating team won all its debates. Major athletics is only one phase of physical education as debating is only one phase of English.

Success may have many connotations. A college department of physical education might win in all its athletic contests and yet not have elevated itself one iota in the opinion of the other departments of the college. On the other hand, a college might win only half of its games, and yet, if the net result has been the building of character, sportsmanship, and right habits of living, there are those who would state that the season or year had been a success.

In the interviews which were held with the members of the faculties of the different colleges concerning the work in physical education the conversation would invariably drift into a discussion of the overemphasis on intercollegiate athletics. Faculty members were not particularly critical of the athletic program, but they were very much dissatisfied with the departments of physical education

because so little time was devoted to the mass of students. The challenge is, therefore, to organize and develop a program which will meet the needs of all the students.

The efficiency of a department may be further enhanced by insisting on standards which will lead students to respect the requirements of physical education.

CHAPTER XI

PERSONNEL

Personnel Data

The academic record and the training in physical education and athletics of the fifteen men engaged in physical education in nine of the colleges is given in Tables 267 and 268.

It is to be noted that only three of the men held student body positions. One who held a student body position did not participate in intercollegiate athletics. All but one of those reporting were college graduates. This is an unusually high percentage. Fourteen of the fifteen reporting have had two or more years' experience in varsity football; of this number six have served as captain of their teams, and nine have had two or more years of experience in varsity basketball. Of the six who captained football teams, four also captained the basketball teams. Eight of the fourteen served as captains of varsity teams during their college course. The fourteen men engaged in ninety-seven seasons of sport, or an average of seven to each man. These sports included football, basketball, baseball, track, wrestling, and tennis.

Study of Table 268 will show that three of the men had leadership experience in student body positions. Of this group of fifteen, only three were not actually doing some coaching. Table 268 also shows that the men had extensive training in football and basketball, considerable in baseball, but very little in the other sports.

To prepare for coaching, it is necessary for an individual to have some training and experience in the sport which he coaches. This prerequisite has been met by practically all the coaches in the Lutheran group. They have not had, however, the training which is necessary to equip them to supervise a broader program of physical education. The director of physical education at Thiel is among the best trained directors of the Lutheran group. He received his degree, Bachelor of Physical Education, from the

TABLE 267

HIGH SCHOOL TRAINING OF PERSONNEL

	MUHLENBERG	CARTHAGE	WITTENBERG	NEWBERRY	LENOIR RHYNE	ROANOKE	THIEL	MIDLAND
High School Graduated	XXX	XX	XX	XXX	X	XX	X	X
Student body position held								
President of student body				X				
President of class	X		X		X	XX		
President of debating club	X							
Editor of paper	X							
Athletic record								
Football								
Years played	4 4		3	1 4 4	4	4 1	3	
Number of letters received	4 4		3	1 3 4	4	4 1	3	
Captain	1 1			1 1	1	2		
Basketball								
Years played	4 4		4 2	1 3 2	4	4	3	4
Number of letters received	4 4		2	1 1 2	4	4	2	3
Captain	2			1	1	1		1
Baseball								
Years played	1 4			2	4	4 2	4	
Number of letters received	1 4			2	4	4 2	3	
Captain						2		
Track								
Years on squad	2 2 2			2	3			
Number of letters received	1 1 2			2	3			
Captain								
Soccer								
Years played	1							
Number of letters received	1							
Captain								

TABLE 268

COLLEGE TRAINING OF PERSONNEL

	Muhlenberg			Carthage		Wittenberg		Newberry			Lenoir Rhyne	Roanoke		Thiel	Midland
Graduated, Degree Received	BS	BS	AB	AB	AB	AB	AB	AB	AB	AB	BE	BS	— —	BPE	BS
Student body position held															
President of student body			X					X							
President of class			X												
President of debating club			X												
Editor of paper	X														
President of Young Men's Christian Association			X												
Athletic Record															
Football															
Years played		4	4	4		2	3	2	4	2	4		4	4	4
Number of letters received		4	4			2	3	2	3	2	4		4	4	4
Captain		1	2							1	1			1	1
Basketball															
Years played		4	4			2	2		4	2	3		2		4
Number of letters received		4	4			2	2		2	2	3		2		4
Number of years captain		2	2						1	1			1		1
Baseball															
Years played		1	4					2		2	4	2	3		
Number of letters received		1	4					2		2	4		3		
Number of years captain			1										1		
Track															
Years on squad				2										2	
Number of letters received															
Number of years captain															
Wrestling															
Years on squad														3	
Number of letters received															
Number of years captain															
Tennis															
Years on squad															4
Number of letters received															4
Number of years captain															3

Young Men's Christian Association College of Springfield, Massachusetts, which specializes in the preparation of men for leadership in physical education. A member of the physical education staff of Roanoke College graduated from the four-year course in physical education at the University of Illinois. Two others have taken summer coaching courses in athletics. Two had experience in athletics during the World War, taking charge of the athletic activities in training camps. Almost every man in this group, who is actively engaged in coaching, has had previous training as well as individual service training which would assist him in his work as a coach. Only two of the group have actually had training in physical education, and yet all of them are either directly or indirectly in charge of general physical education work in the college.

As coaches these men stand with the best. Their teams have had average success judged by the number of games won and lost. At times their results approach the miraculous when one considers the athletic caliber of the students reporting. One should not be too critical of their work in physical education since only two of them claim any interests other than in athletic phases of physical education. This does not, however, excuse the colleges.

It is pertinent to quote in this connection a statement which was attached to one of the returned blanks. It follows: "We try in a small 'freshwater' college to do the most important things which we have time to do. In this survey, we are not doing the things considered highly important by the theoretical physical training people. I am firmly convinced that competition is the greatest factor in physical development we have, both intramural and intercollegiate. Our finished product is much superior to the ordinary college product because of the mental training our athletics gives." This quotation reflects the attitude of many men in athletics toward physical education. Some lay claim, as does this correspondent, to results which, in the judgment of the Survey Staff, cannot be substantiated. Moreover, the mass is forgotten in their contemplation of the few.

Salaries

The salary variations within the same college and between the various colleges were quite striking. The lowest salary for a

full-time teacher of physical education was $1,500; the highest, $4,500. It was interesting to note that in most cases the coaches in the various colleges received higher salaries than did other full-time faculty members; in fact, higher than that received by professors. Naturally this situation causes some criticism which cannot be prevented since the colleges would be unable to secure the services of competent coaches for the sums paid to their professors.

Unquestionably $1,500 is entirely too little to pay any individual devoting full time to the work, but on the other hand $4,500 is high as compared with the salaries paid the professors in the same college. The professor may argue that he is worth as much as the coach of athletics, which is very likely the case, but he does not take into consideration that he is not subjected to the strain of preparing his class to meet in competition a class from another college. The tenure of a professor is, moreover, much more secure than is that of the coach. Most of the coaches would prefer to receive the same salary as the professor, when that of the professor is adequate, and be certain of tenure, than to have tenure dependent entirely on whether or not he wins. Professor Alonzo A. Stagg, in a paper presented before the National Collegiate Athletic Association stated that the average "life" of a coach was but little more than two years. The tenure of the coaches in the Lutheran colleges is much higher.

The returns from the fifteen men reporting indicated that their load in physical education was no greater than that borne by the other members of the faculty. It so happens that there were cases in which individuals took on outside work which made their load rather heavy, but so far as their obligations to the college were concerned they had no cause for complaint.

CHAPTER XII

PHYSICAL EDUCATION FOR WOMEN

The interest and participation in recreative activities on the part of women has made it necessary for colleges and universities to make available for women facilities and equipment equal to those which are provided for men. Many of the large universities and a few of the smaller colleges have set aside a part of the campus for the exclusive use of the women. This includes not only the residence halls for women, but a gymnasium, a field house, and athletic fields as well.

Naturally the small college will not be in a position to plan and build as extensively as the large state university or the liberally endowed college, but it is a fact that increased attention must be given to women's physical education, in the way of providing for more and better equipment and an improved instructional force.

Present Practice and Extent of Equipment.—The increased demand by college women for physical education makes desirable some study of the conditions in the colleges having women students, in order to determine present practice and the extent of the equipment. Inasmuch as the physical education program for men in these colleges has been discussed and inasmuch as women's physical education is a part of the college life of college women, this study would not be complete without consideration of women's physical education in all of the coeducational colleges as well as in the one college for women. The following colleges are, therefore, included in this section: Newberry, Thiel, Wittenberg, Lenoir Rhyne, Carthage, Midland, and Marion. Specific recommendations will be given for each college. General recommendations which apply to these colleges as a group will also be made, followed by a general summary.

Carthage.—Carthage has a gymnasium but the director of physical education for men did not indicate that it was used at

all by the women. It may be that they use it for activity purposes but there were no locker and shower facilities for women. The physical education requirement for women is the same as for men. They meet this requirement by engaging in pageant work under the direction of the woman director of physical education.

In the Carthage report no record was made by the director of physical education for men, concerning equipment for women. He stated that there was a small athletic field for the exclusive use of the women. The woman director of physical education has an A.B. degree from Carthage College, and she has also had one year of training in the Chicago Normal School of Physical Education. She has had three years of teaching experience in Carthage College. Four and one-half hours of academic work and twenty-four hours of practical work a week are included in her teaching schedule. Women's physical examinations begin in September and are completed in October. No mention is made of medical cards, although corrective work is given. Activities for women include: pageantry, corrective work, marching, folk dancing, basketball, track, archery, tennis, calisthenics, hiking, hockey, soccer, volleyball, games. These activities were checked as being taught to the women. This program for women is very much more extensive than the one reported for men.

Specific recommendations: Better apportionment of gymnasium time should be made so that the women will get a fair proportion. Some arrangements should be made by which women will be assigned space in the present gymnasium for locker, toilet, and shower facilities. One part-time assistant might be added to take care of intramural sports, and the program should include more intramural activities.

Lenoir Rhyne.—In the planning of the gymnasium for Lenoir Rhyne the fact was overlooked that the women as well as the men needed physical education. Even though the gymnasium is used almost exclusively for basketball, it would seem that, inasmuch as the college has a representative college women's team, some arrangements should be made for its convenience. In physical education the women do more than the men in spite of the fact that they do not have quarters in the gymnasium. Faculty legislation has been passed which requires that all women either play basketball or earn hiking certificates. The hikes are in charge of a member of the faculty who is very fond of this form of

recreation. The basketball is in charge of a man coach. Commendable as this attempt is in general, the plan is open to serious criticism, since the women are not only permitted but required to engage in a program irrespective of whether they are physically capable of carrying it or not.

The erection of a new dormitory for women is contemplated. When this building is completed, the present girls' dormitory is to be renovated and made over into a women's gymnasium. There is also ample space available for a complete program of outdoor activities.

Specific recommendations: A gymnasium and athletic field for women should be provided. Until a new gymnasium is constructed it is recommended that there be a better apportionment of gymnasium time so that the women can carry on some sort of program during the winter months. Such equipment as the women will need in order to carry on the minimum essentials of a program should also be supplied. (See general recommendations.) A well-trained full-time woman director of physical education should be employed. A thorough medical examination of each woman in college should be made at the beginning of each year, and a medical examination of those who will enter basketball and other vigorous sports should also be required prior to actual participation. (See general recommendations.) A corrective program is needed. Intramural activities in archery, basketball, quoits, hockey, etc., should be introduced, and all intercollegiate athletics for women should be discontinued.

Midland.—The gymnasium at Midland provides locker and shower facilities for women. The women are allowed the use of the gymnasium on Tuesdays and Thursdays from eleven to twelve and from two to three. There were no indications that the women have any equipment. No mention was made of a woman director of physical education, although her name was included in the catalogue. Medical examinations are not given. It is reported that women students receive instruction in archery, tennis, calisthenics, marching, and indoor baseball. Neither intramural athletics nor intercollegiate athletics is reported.

Specific recommendations: It is recommended that a full-time woman director of physical education be employed, and that a more equitable distribution of gymnasium time be made.

Newberry.—In spite of the fact that there has been an urgent

demand for women's physical education at Newberry, the college has made no provision for women in the new gymnasium. This oversight can perhaps be explained by the fact that Newberry was only recently made a coeducational college.

There is on the campus an old, ramshackle building which formerly served as a gymnasium for men. The women are now permitted to use this building if they so desire. It is in need of repair. The floor is rough, floor boards are broken, plaster has fallen from the walls, and windows and doors are missing. Even though it has the appearance of utter dilapidation, it is not beyond repair. Some of the rooms in the basement could be reclaimed and made over to provide for toilet and shower facilities.

Absolutely nothing is being done to provide physical education for the women, although they have registered their desires with the president of the college. There is some hiking, but even this has been carried on under rather strained and unnatural conditions. The women are allowed to hike, but it is understood that they must stay on side streets and little frequented roads. There is also some provision for tennis, but little interest is shown even in this sport.

Specific recommendations: If a new gymnasium cannot be immediately erected for the women, the old gymnasium should be renovated and reconditioned so that it can be used by the women. It is also recommended that the necessary equipment and facilities mentioned under general recommendations be added. Plenty of land is available for a field for women. This should be used in accordance with the suggestions mentioned under general recommendations. It is recommended that a woman be added to the faculty to give full time to physical education for women. This woman director should be a graduate of a professional school of physical education.

Thiel.—The gymnasium at Thiel provides some facilities for a physical education program for women, but these facilities are by no means ample. Women are allowed the use of the gymnasium floor and the swimming pool at certain hours of the day on certain days of the week. The locker room is located at the rear of the gymnasium and is reached by a stairway leading from the gymnasium floor level to the ground floor. This stairway is also used as an entrance to the basement, in which is located the furnace, the filtering tank, the coal bin, and the janitor's office

or store room. This arrangement precludes any privacy whatever for the women. A door opens into the swimming pool room from the locker room. This is a very convenient arrangement for the women when they are scheduled for swimming classes. There is, however, no foot bath at this entrance to the pool. The lockers for women include: fifty-four twelve-inch square lockers, twenty-eight half-length lockers, and fourteen full-length lockers. Other equipment and facilities are provided as follows: one mirror sixteen inches by forty inches, one hair dryer, two benches, and three small enclosed dressing rooms. There is only one shower head for the use of the women. This is located in a small room about four feet square. The room is without any window or means of ventilation. The walls and floor are of concrete.

The following gymnasium equipment was available for the use of women at the time visits were made: one set of parallel bars, one horizontal bar, one long horse, a few mats, and a piano. If the women wished to use any of the indoor athletic equipment, it was necessary to obtain permission from the man in charge. The women could hardly be expected to use the mats because the wrestling team had tied them together. They lay in a heap in one end of the gymnasium and had the appearance of not having been disturbed for some weeks. The parallel bars, horizontal bar, and long horse are not suitable for women's programs.

The woman in charge of physical education has had some training at the Chatauqua Summer School of Physical Education at Chatauqua, New York. She devotes eight hours a week to teaching and in return receives her tuition, board, and room. Her teaching is confined entirely to practical work, that is, leading classes in physical education on the gymnasium floor. In spite of the fact that she is taking a college course and is therefore a fellow-student with her pupils, she has good discipline and the women students have high respect for her ability. The director of physical education for women has a desk in the same office with the director of physical education for men. Naturally, this arrangement is unsatisfactory since there is no time when she has an office hour to herself. Even for ordinary questions of information the women do not feel free about going to her office, since there are usually men students present.

A medical examination is given the women. One of the physicians from the city gives his time to the work, but never at regu-

lar hours. As a consequence many of the women are allowed to start their physical education program without having had a medical examination. The physical education work consists mainly of calisthenics and marching, with occasional dancing and games interspersed. The women are assigned the use of the swimming pool two days a week, at which time instruction is given. However, this activity was not emphasized except in the early fall and late spring because of the fluctuating temperature of the water. A series of interclass games was conducted in the gymnasium classes. Much more could be done with this phase of the work by requiring a longer and more inclusive schedule. Thiel College has a college basketball team for women. This team is coached by a man who is not on the college staff. The authorities experience considerable difficulty in arranging a schedule since so few colleges support intercollegiate sports for women. In 1926–27 the team was forced to go as far as New York City, an overnight trip, in order to get a schedule. On one occasion they were away from the campus an entire week playing games not all of which were against college teams. The president at Thiel announced that intercollegiate athletics for women would probably be discontinued. This is a commendable change.

Specific recommendation: The following facilities should be provided: bank of five showers arranged in stalls each connected with a private dressing room, more private dressing rooms, additional lockers to accommodate all women required to take physical education, enough benches to accommodate the peak load, more mirrors (every stack of lockers should, when arrangements permit, have a mirror at either end), two additional hair dryers, and a private outside entrance to the women's dressing rooms. It is also recommended than an office for the woman director be built on the gymnasium floor level at the rear end of the gymnasium. This space should not be used for any other purpose. There is also room at the back of the gymnasium, adjacent to the space recommended for use as an office, for storing all athletic equipment which the women may need to use.

There is ample room on the campus for the laying out of play areas for women's athletics. These should be fully equipped. (See general recommendations.) A well trained full-time woman director of physical education should be employed. Physical examinations should be given at the beginning of the fall term and no

student should be permitted to engage in any physical education program until she has been examined. A corrective program in line with that suggested in the general recommendations should be carried out. An activity program which will appeal to the women should be provided. There is splendid opportunity to do a good piece of work at Thiel if the right kind of program is carried out. (See general recommendations.) More emphasis should be laid on intramural athletics at Thiel. The present intercollegiate program for women should be discontinued.

Wittenberg.—The so-called gymnasium at Wittenberg, which the women use during the winter and during bad weather, certainly does not have an atmosphere which would attract women. Externally it has the appearance of a barn. A lean-to has been built on one side, which provides space for lockers, showers, and toilets. The furnace which heats the building is defective. The woman director of physical education stated that frequently during the winter months the gymnasium was filled with smoke, necessitating the dismissal of classes. Women in a class period following one of these "smoke-outs" leave with grimy hands, faces, and clothes, and the equipment is covered with soot. The locker room, shower, and toilet facilities are scarcely ever used because of this condition.

The lean-to, to which reference has already been made, was intended to be used partly as a locker room. However, it is rarely used during the winter months. One objection is that there is very little privacy. There were not enough lockers to accommodate all the women who were scheduled for gymnasium work. This is not a serious fault, when it is considered that during the winter they dress for physical education classes in their rooms. Upon examination it was discovered that very few of the lockers were being used. Everything in the toilet room was black and grimy, with the appearance of not having been cleaned for weeks. The shower room appeared to have been used, but it was black with coal soot. The woman director of physical education used one of the classrooms in another building as an office.

The woman director of physical education is a graduate of Ohio State University with a major in education and a minor in physical education. She has had experience as an assistant in the department of physical education at Ohio State University, has done three and one-half years of junior and senior physical education,

and began her work at Wittenberg in 1925. She teaches six hours of academic work, and twenty hours of floor work each week. All resident women are given a medical examination. No explanation was made as to why an examination was not required of day students. The school nurse retains the medical examination cards and gives corrective work wherever it can be conveniently arranged. The program of activities includes activities for beginning freshmen, aesthetic dancing, light apparatus work, folk dancing, coaching of athletic sports, and women's athletic association activities at four o'clock each day. The association activities include all sports in season. Eighteen teams entered in the fall program and a total of seventy-five different girls competed.

Specific recommendations: A new gymnasium and an athletic field should be provided exclusively for women. Until such time as a new gymnasium is constructed, the following is recommended: repair of the furnace, cleaning of the entire place, provision of a number of combination shower and dressing rooms with one shower head in each stall, addition of more lockers, two hair dryers, assignment of definite play space for the use of women. Another full-time instructor should be secured and adequate office facilities should be provided. A more efficient corrective program is needed. More intramural activities are desirable. Taking into consideration the size of Wittenberg there were entirely too few women competing in these activities.

Marion.—This institution is an academy and junior college for girls. Approximately eighty students live in the dormitory. The others are day students. Of those who live in the dormitory about one-half are academy students. Marion only recently built a gymnasium which could be used to good advantage, but thus far it has not justified its erection. This gymnasium, fifty feet wide and eighty feet long, was built in 1924 at a cost of $15,000. It is nothing more than a hollow shell without any of the atmosphere of a gymnasium. The lighting is very poor. This can be accounted for by the fact that on two sides other wings of the building are so close that it is almost impossible to get direct light. The floor bears the markings of a tennis and basketball court. No other provisions for games have been made. There are no locker or shower rooms connected with the gymnasium. These limitations permit only boarding students to attend gymnasium classes, since they can use their own rooms for dressing quarters.

The physical education program is in charge of four of the teachers. Not one of them has had any special training except that which each may have had incidentally while in college. At the time two of these teachers were employed it was not mentioned to them that part of their work might be the handling of physical education classes. This naturally made for a most unsatisfactory program since none of these teachers are particularly interested in the work in physical education, their main interest being in their academic teaching. The catalogue states that a school physician is in charge of the health of the students and that it is part of her work to give the students their medical examinations. This service, however, is conditioned by the willingness of students to pay five dollars each to receive this examination. Girls on athletic teams may receive a heart examination for one dollar.

Miss A. is in charge of the so-called regular physical education work which requires that the girls meet once a week for thirty minutes. The class numbers about sixty-five. The age distribution of this class ranges from freshmen in the academy to seniors in the junior college. All get the same type and quantity of work, irrespective of age or physical condition. Class work consists of marching, gymnastic exercises, and games.

Miss B. is in charge of a game period which meets one day a week for thirty minutes. Opportunity is given to college seniors for practice teaching. This consists of nothing more than the teaching of some of the simple games that teachers would use in rural schools. Games for small children are good pastime occasionally, but when given at almost every class session to the exclusion of other games they become very monotonous. A program of games is pedagogically sound, but great care must be exercised in choosing the games which are suited to the level of the group playing.

Miss C. is in charge of basketball. Two periods a week are devoted to this activity. In 1927 the college had a schedule of six games. Two and three court games were played. The varsity squad consisted of nine players. None of the girls who played on the team were required to pass a medical examination before the season began. An intramural program in basketball was attempted but, according to report, the following elements, imagined or real, militated against its being a success: unfriendly rivalry,

unfair officials, unfair playing tactics, unequal division of ability. It should be mentioned in passing that this antagonistic attitude on the part of the girls is a strong argument for the formation of a complete intramural program. Competition, if properly administered and supervised, tends to socialize a group of individuals so that they may have competition without developing unfriendly attitudes. Moreover, the presence of such attitudes demands skilled leadership if worthwhile educational outcomes are to be expected.

Miss D. is in charge of the morning setting-up "exercises" which are held at seven-fifteen every morning with the exception of Sunday and Monday. These exercises are entirely of the calisthenic variety. When one of these classes was visited, the only person who was really exercising was the instructor. In spite of the fact that she put her whole self into the work she failed to get results. Perhaps two reasons will explain the lack of interest. In the first place, the girls were not properly costumed. Most of them had on the same clothes which they later wore to breakfast and throughout the day. In the second place, the exercises were more uninteresting than the usual run of such exercises. It is little wonder that the girls did not like this period. When they wish to be a bit facetious about this period they refer to it as the "upsetting" exercises. An adequate program of physical education for women would omit such exercises and avoid developing dislike for physical activity.

Hiking is an activity which is in charge of the student body. A manager is appointed to take charge. It is her responsibility to record the distance each girl walks. To receive credit it is necessary for a girl to have hiked at least five miles. A college letter is awarded to those girls who walk two hundred miles during any one year. On the average about eight girls receive these letters each year.

Tennis is also in charge of a student manager. Each year she arranges an all-school singles and doubles tournament. Letters are awarded to the student winning the singles, and to the pair winning the doubles. These tournaments are carried on indoors. The students reported that the outdoor court, and there is only one, is never in playing condition at any time of the year. On numerous occasions the students have filed requests with the president to have the court put into playing condition but thus far nothing has been done about it.

A senior girl stated that she felt keenly the lack of a physical education program. The year previous she had been a student in a Virginia Normal School where she enjoyed an excellent program. Her opinion was that the school is sadly in need of a full-time instructor of physical education. To her the setting-up exercises were a bore, the marching had become monotonous, and the games which were played were uninteresting. This student was positive that an intramural program could be successfully carried on if someone would give it the necessary supervision and direction. A junior girl evidenced great surprise that she was not compelled to submit to a medical examination before being allowed to compete in basketball. Before competing she went of her own accord to a physician and had a heart test. She said that not one of the girls cared for the physical education program but that they took it because it was required. It is her opinion that an intramural program would do much to breathe life into the school and that a full-time instructor of physical education is necessary. The basketball coach stated that at the beginning of the year she was handed a list of the names of the girls who played basketball. She assumed that all the girls had been examined, although she did not inquire. She said that she did not watch their weight, much less was she concerned about their training. Only two days a week were allowed for practice. However, the girls would steal down to the gymnasium at other times, although it was contrary to rules, to get some needed practice. This is the sort of leadership that often results from untrained teachers.

Specific recommendations: The pamphlet on Physical Education Buildings, Part I, published by the Society of Directors of Physical Education in Colleges, should be consulted for suggestions and recommendations giving the latest type of gymnasium construction. A locker room sufficiently large to care adequately for all the academy and college students should be provided, and enough lockers should be provided so that each girl will have one. Other equipment such as mirrors, hair dryers, benches, and locks should also be provided. A well-ventilated and well-lighted shower room should be connected with the locker room, and ten shower stalls should be installed. Gymnastic equipment should be provided, including ten sets of stall bars, vertical ladders, inclined rope, four climbing ropes, six mats five by eight feet, one spring board, two sets of jumping standards, one vaulting box, and one

buck. The present outdoor tennis court should be made usable; at least two more courts should be added; and a level area sufficiently large on which to play baseball, hockey, and soccer should be provided. A professionally trained woman director of physical education who can give her full time to the physical education program in all its phases should be employed. In a well-organized program of intramural sports it might be well to enlist the interest of other teachers to assist in its administration.

A medical examination should be required of every girl entering Marion for the first time, and a reëxamination should be required whenever recommended by the director of physical education. Moreover, a medical examination should be prerequisite to participation in any vigorous activity. At least one hour a day three days a week throughout the high school and college course should be required of each student. The woman director of physical education, in consultation with the examining physician, should work out a corrective program suitable to the needs of every student who is limited to the restricted program. Follow-up work is recommended to check on results and progress made. Games should be taught that will appeal to the level of the students participating. The following should be offered and taught to the student group: archery, tennis, handball, quoits, golf, swimming, skating, skiing, fencing, and dancing. The following activities might well be a part of any organized program for women: hockey, soccer, volley ball, baseball, basketball, track, hiking, and horseback riding. The following activities present the possibilities of a program for those who would prefer the more formal type of work: pageantry, marching, calisthenics, and apparatus work. There should be a complete program of intramural sports worked out for the high school and college students. It is recommended that Marion discontinue intercollegiate sports. There is a nation-wide movement against intercollegiate athletics for women. Moreover, Marion women are not required to pass a medical examination before becoming candidates for the team; two practice periods a week are not enough to get the girls in condition to stand up under the strain of a hard game; and all basketball games are hard.

General Recommendations.—So far as possible specific recommendations have been made in the case of each college in keeping with the minimum requirements necessary to carry on a program

of physical education for women. However, these specific recommendations do not cover all the phases of a college program of physical education, and the following general recommendations are added.

Each college in this group which enrolls women should have a gymnasium for their exclusive use. These gymnasiums should be constructed in such manner that they will meet the present-day needs of college women. Locker rooms should be adequately heated, lighted, and ventilated, and lockers should be available for all who will be using the gymnasium. If the basket system is used enough lockers should be provided to care for the peak load. There should be plenty of benches and other facilities such as mirrors, hair dryers, and private dressing rooms. There should be enough showers arranged in stalls, each connected with a dressing room, to care for the peak load. (See pages 36, 37, 38 of the pamphlet published by the Society of Directors of Physical Education in Colleges, Part I, which deals with construction of physical education buildings.) All shower stalls should be equipped with liquid soap and should be well lighted, ventilated, and heated. Toilets should be in a room adjacent to locker and shower rooms. They should be well ventilated, heated, and lighted. These rooms should be equipped with washbowls, paper towels, and mirrors. It is very good economy to have a place in which gymnasium and athletic equipment can be kept safely. The examining room should contain all the equipment necessary for the medical examination. (This equipment will be found listed elsewhere in this study.) The office should be so located as to permit the greatest supervision of the floor, and at the same time should be easily accessible to all students. This is an important point to be considered in the internal arrangement of the gymnasium. Running tracks are not included, as a rule, in women's gymnasiums. A spectator's gallery is frequently provided.

There should be facilities for the following activities: handball—one court for every fifty women, fencing, squash court, shooting range for archery, and space for two driving golf nets. In the gymnasium it is well to provide: at least twenty-two feet clearance between floor and overhead beams; recessed radiators; adequate window area and skylight; a floor free from obstructions such as stairs, pipes, ducts, and columns; protected windows; windows equipped so that they can be opened and closed with ease;

maple flooring; soft wall finishes; carefully selected lighting fixtures; accessible switches; bleachers for spectators; adequate ventilation (this is a very important point); and suitable hardware.

In the construction of a swimming pool every precaution should be exercised to see that it meets all mechanical, hygienic, and sanitary specifications. Space does not permit a complete description of plans. These can be obtained from any city or state department of health.

In order to carry on the program of activities which is recommended, it will be necessary to have the following outdoor equipment; hockey field (land), baseball field, soccer field, track, archery range, and tennis courts. A track is not indispensable to a program of physical education, but on the other hand, track and field events are rapidly gaining favor among college women. The hockey, baseball, and soccer fields might well be enclosed within the oval. Any archery supply company can give information concerning the archery range. Enough tennis courts should be built to provide at least one court for every fifty students. In winter the hockey field or the area enclosed within the oval can be flooded for ice skating in those colleges where winter sports are possible.

The number of instructors necessary depends upon the following: the number of students, the number of years of required physical education, the number of periods per week, and the character and extent of the program. At least one full-time woman director of physical education is necessary in each coeducational college in this group and at Marion if the minimum requirements of a thorough program of physical education are to be set up. It is recommended that each staff member be a specially trained instructor with a standard degree from a professional school of physical education. This is in line with the requirements in other departments.

Every girl entering college for the first time should receive a medical examination. This examination should determine her ability to carry an academic load, and the nature and extent of her physical education program. A reëxamination should be required to check on the progress made by those students assigned to a restricted program, to check on any individual whose physical condition at any time seems below normal, and to determine the individual's ability to engage in the more vigorous sports as she progresses from year to year.

In our colleges to-day the tendencies are to require physical education during every year of the college course. It is recommended in the case of the colleges in this group that physical education be required three periods each week for the first two years. When this becomes thoroughly established the requirement can easily be increased. The woman director should, in consultation with the examining physician, work out a program suitable to the needs of every student, being especially concerned with those students who have been assigned a restricted program of physical education. At definite intervals each case should be checked to see if the prescription needs to be changed. The activity program should be so designed that the fundamental coördinations which make for proper carriage, upright posture, and muscular strength and control are given the opportunity to develop. Skills should be learned which can be followed after college days are over. A variety of games should be selected which may be readily adapted to the level of the interests of the students participating. Any good text on games will provide such a list. A student should become sufficiently exposed to certain activities so that she is reasonably familiar with each. This will enable her to select for mastery a few which particularly appeal to her, so that by the time she has finished college, she will have become thoroughly grounded in the fundamentals of each and with occasional practice periods can provide interesting competition against an opponent. The following activities are proposed: archery, golf, handball, quoits, skating, skiing, swimming, tennis, and tobogganing. The following activities may be included in any program with some profit, depending altogether on the circumstances and methods used: apparatus work, calisthenics, marching, and pageantry. Intramural athletics is rapidly gaining favor with college students, since it provides for them an experience similar to that of the athlete on the college varsity team. The same opportunities of social training are inherent within them. By enlisting the assistance of a competent student, it is possible to administer a program which will challenge response. A determined effort should be made to establish this part of the program. Intercollegiate athletics for women is to be discouraged, if not entirely prohibited, until such a time as a program which has been scientifically tested is developed. College women directors of physical education have gone on record as being opposed to intercollegiate athletics for

women. Upper-class women who have been on college teams previously may satisfy their desire for athletic prominence by taking over the responsibility of training an intramural team. One of the finest contributions which a girl can make is to help other girls learn to know the joy of the game, the thrill of competition, and the satisfaction of doing things well.

Summary.—Physical education is being recognized as an integral part of the whole scheme of education. A college cannot neglect it without bringing criticism upon itself. Those who are planning to attend college are asking the same questions about the standard of work given by the department of physical education that they are asking about the other departments, and colleges which do not present a thorough physical education program are given less favorable consideration. In the Lutheran colleges at present, facilities for women are very meager. Most of the colleges do not have full-time women directors, and no instructor, either full-time or part-time, holds a standard degree from a professional school of physical education. Physical education is not required by all the colleges. Only two require a medical examination before permitting a student to take part in any form of physical activity, and corrective work is not given under the direction of an examining physician. Three of the colleges conduct intercollegiate basketball for women, but intramural athletics for women is very little emphasized. In one of the colleges in which it was tried it occasioned some unfortunate outcomes and was discontinued. In another a few students carried the entire load. A very conscientious effort should be made to include as many women as possible in physical education activities. The medical examination should not be overlooked as a prerequisite to participation.

The range of activities offered is entirely too limited. Basketball was offered by each college department. Other activities which might also have been offered are: tennis, archery, quoits, land hockey, handball, hiking, and dancing. In the two colleges in which the women attempted to organize a program of physical education they were given little encouragement by the director of physical education. The men basketball coaches have been very unwilling to give up any of the gymnasium time to the women except in instances where the coach had charge of both the men and women. In colleges where it is necessary for the men and the women to share the use of the gymnasium, it is recommended

that the women receive fair consideration in time allotment. The description of the physical education program for women in some of the college catalogues is misleading and should be restated to accord strictly with existing conditions.

CHAPTER XIII

SUMMARY AND RECOMMENDATIONS

College administrators should not be unmindful of the growing importance of physical education as an integral part of the curriculum. Before presenting general recommendations it is well to summarize the situation in the Lutheran colleges as a whole.

The gymnasiums are inadequately equipped for the kind of physical education programs which are necessary to care for the entire student group. Facilities for intercollegiate athletics, on the other hand, are reasonably adequate. Staffs are untrained in the broader program of physical education. Most of the members are trained coaches and work under the pressure of having to turn out winning teams. Even though they had the training and the inclination, it is doubtful whether they would have sufficient surplus energy to administer to the physical education needs of the student group. The typical program is of the calisthenic variety. The intramural program is scarcely emphasized. Medical and physical examinations are almost never required for participation in any form of vigorous activity. It is therefore recommended that the colleges of the Lutheran group meet the minimum essentials discussed below.

Equipment.—The equipment and internal arrangement of the gymnasium should meet the physical education needs of the entire student body. This should be done even though space must be provided for intercollegiate basketball. In planning a new gymnasium or renovating an old one, the president and the director of physical education of the college anticipating such a move should supply themselves with copies of the pamphlet, Physical Education Buildings, Part I, published by the Society of the Directors of Physical Education. It is suggested that after the plans have been drawn by the college architect they should be submitted, together with specific information about the physical education program, to an expert in gymnasium construction.

The following information should be available to the expert on gymnasium construction who examines the architect's plans:

1. The amount of money available.
2. Whether the gymnasium is to supply facilities for both men and women.
3. Present enrollment and the expected maximum enrollment at college.
4. The size of the staff.
5. The activity program.
6. Whether a swimming pool is desired.
7. Whether the gymnasium is to include team rooms.

The following outdoor facilities should be provided:

1. For intercollegiate athletics: regulation track, football gridiron, two baseball fields, and tennis courts on the basis of one court to fifty students.

2. For intramural athletics: track (use varsity track), soccer field (use gridiron), tennis courts, baseball fields, and handball backstops.

3. Play space for service program: area for games, place for horseshoe pitching, archery range, speedball field, touch football field, and space for soft baseball.

Staff.—Those in charge of the program of physical education should have had a professional course in physical education in a college or university offering a standard degree in such work. All of the colleges in this group have an enrollment sufficiently large to warrant employing at least one professionally trained man to take charge of intercollegiate athletics, intramural athletics, and the regular service program of physical education. In the larger schools a full-time assistant is needed who will share the work with the director. If possible, he should have the same training as the director. It is inadvisable to employ any part-time coaches unless they are at the same time members of the faculty.

Program of Activities.—A department of physical education should be so administered that it will offer a wide range of activities. The needs of every individual should be met. Medical examination should be required to determine the academic load that each individual should carry, to determine his fitness for physical activity, and to prescribe a program which will meet his needs. Requirements for graduation should include three periods

a week for freshmen and sophomores. (The tendency is in the direction of requiring it for four years.) For the service program group, medical and physical examinations should also be required. An achievement or strength test should be employed to assist in classifying students. This will also assist in distributing the load. Those passing the medical examination should be given training in a number of activities; for example: tennis, archery, handball, golf, hiking, horseshoe pitching, camping, volley ball, baseball, boxing, and swimming. In the second year the student should receive further training in a few skills of his own choice. In this list should be included those which he would like to follow later in life. During the third and fourth years the department should make every effort to encourage the student to continue the skills on which he worked during his sophomore year. Such a plan might result in the student's forming regular habits of exercise. Adequate exercises should be prescribed for the students who have been assigned to the restricted group. If possible, the corrective and recreative elements should be combined. A service program of physical education might well include the following activities: handball, touch football, marching, baseball, speedball, tennis, golf, volley ball, camping, wrestling, cageball, skiing, boxing, apparatus work, swimming, track, archery, hiking, soccer, horseshoe pitching, skating, indoor baseball, tobogganing, basketball, and squash tennis.

In intercollegiate athletics it is desirable to insist on faculty control of finances, schedule-making, and eligibility. Athletic scholarships should be discontinued, subsidies for the college athlete should not be permitted, and all scholarships should be recorded with the dean of the college. Each college should be a bona fide member of a conference and the one-year residence rule should be enforced. All coaches should be full-time members of the faculty with academic rank.

Intramural athletics should be found in any program of physical education. The following activities are suggested: handball, baseball, wrestling, golf, basketball, archery, track, tennis, soccer, bowling, horseshoe pitching, touch football, indoor baseball, fencing, volley ball, speedball, boxing, and football.

Miscellaneous Requirements.—Aims and objectives should be formulated. Of course the objectives must be attainable. An annual report should be prepared.

This is a very good means of bringing to the attention of the president progress made during the year and the needs and the proposed program for the ensuing year. Policies for the department should be carefully determined and then adhered to very closely.

Specific Recommendations

Carthage.—

1. The following gymnasium apparatus should be added: one long horse, one short horse, four climbing ropes, four five-by-ten mats, two spring boards, and two jump boards.
2. A program of physical education, including the service and intramural programs, should be organized to meet the needs of every student.
3. Two tennis courts should be added to the outside facilities.
4. Partitions reaching from floor to ceiling are needed to divide the locker, toilet, and shower rooms.
5. Enough lockers should be provided to accommodate all the students fulfilling physical education requirements.
6. Carthage deserves commendation for the economy and the care with which the director has administered the intercollegiate athletic program.
7. A new gymnasium is recommended.

Gettysburg.—

Gettysburg, with the new gymnasium, is in a position to offer the student body an excellent physical education program. The individual who filled out the blank stated that the custom of awarding athletic scholarships was being discontinued, that there would be less emphasis on the need of winning, and that the general athletic situation was to be improved. Many of the suggestions made for Thiel in relation to the swimming pool will fit the situation at Gettysburg.

With the reorganization of the physical education program in mind the following recommendations are in order:

1. Athletics should be made a part of the department activities.
2. Athletics should be under faculty control.
3. The business methods used in the administration of intercollegiate athletics should be comparable to those used in the better colleges.

4. The man who directs the work should be trained in all phases of the broader program.
5. Intramural sports should be included in the program of activities.

Lenoir Rhyne.—

1. The following gymnasium apparatus should be added: one long horse, one short horse, four climbing ropes, four five-by-ten mats, two spring boards, and two jump boards.
2. The gymnasium should be open all hours of the day.
3. A room in the basement should be equipped as an office for the director.
4. Enough lockers should be added to accommodate the student needs.
5. More light should be brought into the shower room. The shower heads should be kept repaired and the room kept clean and sanitary.
6. The toilet room was in a very insanitary condition. This should be corrected.
7. The space in the basement which has been set aside for a swimming pool should be utilized for handball courts.
8. One of the rooms in the basement should be equipped for wrestling.
9. Two tennis courts should be added to outside facilities.
10. Outside play space should be graded, laid out, and equipped.
11. An intramural sports program should be organized. There are plenty of units on the campus to organize a very good league.
12. Physical education should be made a college requirement.

Midland.—

1. The following gymnasium apparatus should be added: one long horse, one short horse, four climbing ropes, four five-by-ten mats, two spring boards, and two jump boards.
2. A wider range of activities should be provided with less emphasis on calisthenics.
3. A better method should be worked out for handling absences, excuses, and make-up work in physical education.
4. One man should be added to the staff to assist with the program.

5. Three tennis courts should be added, and concrete handball courts should be constructed.

Newberry.—

1. The following gymnasium apparatus should be added: one long horse, one short horse, four climbing ropes, four 5 by 10 feet mats, two spring boards, and two jump boards.
2. Better janitorial service should be provided, since the gymnasium as a whole showed very poor care. Dust covered everything, the training room was the most insanitary one in the place and the locker and shower rooms also were badly in need of cleaning.
3. One of the rooms of the basement should be equipped with a wrestling mat.
4. The equipment room was littered with athletic equipment, and should be set in order.
5. The football equipment should be cleaned and packed away.
6. The director should be released from his duties in the dining hall as well as relieved of his classes in English so that he may give more time to physical education.
7. The activity program should be in charge of a man trained for the work rather than a student assistant. The learning of skills should displace calisthenics and apparatus work.
8. Three tennis courts and two outside concrete handball courts should be added to the outside facilities.
9. A medical examination should be required of all athletes.
10. The number of games in the different sports should be reduced.
11. An intramural sports program should be developed.

Susquehanna.—

1. More lockers are needed. At present as many as five students use the same locker.
2. An activity program should displace the formal program.
3. Freshmen and sophomores should be classified instead of being placed in one class as at present.
4. The college determines its own eligibility. Students sometimes play a month before they find out that they are ineligible. This situation should be corrected.
5. The freshman rule should be enforced.

6. Locker room and shower room sanitation should be improved.
7. A new program of activities should be provided including a wider range of offerings.

Thiel.—

1. The following gymnasium apparatus should be added: one long horse, one short horse, four climbing ropes, four 5 by 10 feet mats, two spring boards, and two jump boards.
2. The men's locker room should have an outside door for the use of the athletes.
3. Mat hooks should be put on the wall and the mats hung up.
4. A store room should be built in the space under the stairway.
5. At the swimming pool rubber mats should be placed on runways, both sides and ends; water should be kept at gutter level at all times; swimming suits should be furnished for the women and laundered by the college; the filtering system instructions should be followed in detail; the showers should be removed from the pool room; spectators should be kept off the runways; foot baths should be placed at entrances from locker rooms to the pool rooms; a gutter which meets present-day swimming pool standards should replace the one now being used; and sanitary rules concerning the use and care of the swimming pool, as well as personal hygiene rules, should be posted in conspicuous places.
6. Play space should be cleared and graded, two tennis courts should be added, and archery equipment should be suitably placed.
7. One full-time assistant should be employed, and the director should be released from the two science courses he is teaching so that he may give his entire time to the problems of the department.
8. Every student should receive a medical examination before being permitted to engage in any form of physical education.
9. The use of an achievement or strength test will assist materially in the assigning of students to proper activities.
10. A service program which will meet the needs of all the students should be provided.
11. A thorough intramural sports program should be organized.

There are enough fraternities and clubs on the campus to make an ideal league.

12. The part-time coaching system should be discontinued.
13. The athletics should be entirely under the control of the college.
14. A campus athletic field should be the next addition to the physical education facilities.

Wittenberg.—

1. Wittenberg is about to break ground for the erection of a new gymnasium. This is to accommodate the women, provide facilities for the student body at large, and give field and house facilities for intercollegiate athletics. Wittenberg should guard against any limitations being placed on the facilities provided for the majority of students.
2. Ten tennis courts should be added to outside facilities.
3. Athletes should be medically examined before each season's campaign.
4. Skating, skiing, and tobogganing are winter sports which should be developed.
5. An expert in physical education should be added to the staff to care for the broader program of physical education and to organize the intramural sports.
6. The coaches should assist in the intramural and service program.

Muhlenberg.—

1. Muhlenberg has an improvised room which is being used as a gymnasium. Since it has none of the attributes of a gymnasium the limitations are many. The most pressing need on the campus is a new gymnasium which will care for the needs of the entire student body.
2. More showers should be added, locker room sanitation should be improved, and additional equipment should be provided in the gymnasium.
3. Six tennis courts should be added to outside facilities.
4. Concrete handball courts, shooting range for archery, archery tackle, and facilities for horseshoe pitching should be provided.

5. Winter sports such as skiing and skating should be added to the activity program.
6. Coaches should be required to teach physical education classes.
7. Physical education classes should meet three times per week.

Recommendations concerning the intercollegiate athletic situation cannot be made because adequate data were not supplied:

Roanoke.—

1. A new gymnasium is recommended, since the present gymnasium does not begin to serve the needs of the student body.
2. During such time as the present gymnasium is being used, more attention should be given to the sanitation of the locker rooms and shower room; the wrestling mat should be cleaned or clean mat covers provided; and the gymnasium floor should be swept daily and wet-mopped frequently.
3. There should be a closer coördination between the man who has charge of gymnasium classes and the coach of intercollegiate sports.
4. The success of the physical education program should not be measured by the success of intercollegiate athletics. This is misplaced emphasis.
5. A program of intramural sports should be organized.
6. The director should be required to submit to the college treasurer all accounts in connection with the athletic store, which is maintained for the purpose of helping to finance athletics. The treasurer of the college has no responsibility for athletic receipts other than the gate receipts and student fees.
7. The college should add at least four tennis courts and should provide better facilities for track and field athletics.
8. The physical education requirements should be increased to three days a week.
9. Skills should be taught which students can use in after life.

PART VI

GENERAL RECOMMENDATIONS FOR EACH INSTITUTION

This part of the Survey summarizes in detail the facts concerning the five institutions which do not offer four-year courses of collegiate rank—Collegiate Institute, Mont Amoena Seminary, Weidner Institute, Marion Junior College, and Saskatoon College and Seminary. In Chapters I to V recommendations are presented concerning each of these institutions and in Chapter VI specific recommendations concerning each of the thirteen four-year colleges.

CHAPTER I

COLLEGIATE INSTITUTE

History and Control.—In 1853 the Western Carolina Male Academy was established at Mt. Pleasant, North Carolina, under the auspices of the synod. The State Legislature granted it a charter in 1859 under the name of North Carolina College. During the Civil War the college was suspended and it is reported that the endowment was lost. Operations were resumed in 1866; the first class was graduated in 1873, and during the thirty years that followed, twenty-five classes were graduated with a total of seventy individuals. After years of struggle for existence, the college was suspended by act of the Synod in 1902. For part of the next year it was opened as a private school. The Synod in 1903 entered into an agrement with Professor G. F. McAllister and Reverend H. A. McCollough whereby these two men were given the use of the plant of the North Carolina College for the conducting of an institution of secondary grade under a name to be chosen by them, with a curriculum of their making, and as approved by the board of trustees. It was agreed that the income from endowment would be spent for insurance and repairs and any remaining sums for current expenses. The agreement charged the two operators with being personally responsible for meeting all expenses. The institution was named the Collegiate Institute, and began operations as a secondary school and junior college. In 1908 Professor McAllister assumed, alone, full responsibility for the conduct of the Institute. The spirit of this agreement has been maintained throughout the years.

The three institutions in North Carolina (Lenoir Rhyne, Collegiate, and Mont Amoena) are under the immediate control of a board of trustees of twenty-one members elected by the Synod. An executive committee of seven members of the board is nominally responsible for Lenoir Rhyne, another committee of seven members is in charge of Collegiate, and a third is in charge of Mont Amoena.

Location: Physical and Educational Characteristics.—Mt. Pleasant is a small town a few miles east of Concord, which is on the main line of the Southern Railway. The climate and geographical conditions are favorable. There are four churches, Lutheran, Methodist, Reformed, and Baptist. The size of the town does not make possible the varied cultural or social facilities which would be of value to young people during the period of education.

The state of North Carolina supports three higher educational institutions for white people—a State University, a College of Agriculture and Engineering, and a College for Women. In addition, there are twenty-one privately controlled higher educational institutions; one of which (Duke University) has recently received a very extensive endowment. As a result of very progressive state legislation, well-equipped and well-staffed public high schools are now to be found in all sections of the state.

A public junior and senior high school was recently erected in Mt. Pleasant and opened in January, 1927. This school was founded by joint action of the State and County Boards of Education. The enrollment in the school, as of February 16, 1927, was 132—sixty-five boys and sixty-seven girls, drawn from five townships.

The building is located on a site of twenty acres, and cost about $200,000. It has eighteen classrooms in addition to offices, special rooms, etc. There is a modern heating plant, and a sewage and water system. It can readily accommodate five hundred pupils. At the time of the visit of the Survey Staff, the district was operating five buses and two auxiliary buses.

As an index of available colleges, it may be noted that North Carolina has one college per fifty-five thousand persons. There are only five other states with a greater density of colleges on the basis of population. So far as location is concerned, Mt. Pleasant, because of limited population and the presence of a first-class junior and senior high school, is not favorable from an educational point of view.

Support.—While the institution is under the control of the North Carolina Synod, this body does not now make a specific appropriation for its support. The Board of Education of the United Lutheran Church, however, does make annual appropriation. The Institute supports itself from tuition, special fees, and from charges for housing and feeding.

Student Enrollment.—Table 269 gives the total enrollment for an eight-year period.

TABLE 269

STUDENT ENROLLMENT AT COLLEGIATE INSTITUTE FOR AN EIGHT-YEAR PERIOD

YEAR	SUB-FRESHMEN	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS	TOTAL
1919–20 ..	--	54	54	44	19	171
1920–21 ..	--	50	54	38	23	165
1921–22 ..	--	39	47	54	24	164
1922–23 ..	26	17	42	44	32	161
1923–24 ..	37	40	18	50	28	173
1924–25 ..	35	34	28	23	26	146
1925–26 ..	19	38	32	23	12	124
1926–27 ..	26	22	42	18	10	118

The percentage distribution in terms of residence was in 1926–27 as follows: within the town, 8 per cent; within the county but outside the town, 27 per cent; outside the county but within the state, 57 per cent; other states, 26 per cent.

At the time of the visit of the Survey Staff, one hundred twelve different students had been registered, but only eighty-nine were actually in attendance. Others had left the Institute for various reasons. Of these eighty-nine, sixteen were day students and seventy-three boarding students; of this total twenty-four were in the junior college.

During the past few years representatives of the institution have spent July and August traveling through North Carolina and other southern states in an attempt to recruit students, working through alumni, churches, and ex-students. The Institute advertises to a limited extent in church papers and other publications. The practice of recruiting which is followed results in bringing to the Institute a considerable number of "problem boys." There is no waiting list, and, on the basis of housing facilities, more students could be registered.

Records.—The student records are kept in the principal's office by the principal who is assisted by one of the instructors. They are of the ledger type and meager and elementary in nature. No election of subjects is permitted. The schedule of classes is posted and the student goes to his classes accordingly.

Each student is graded on a large number of subjects. One student's record for the year 1926–27 is illustrative of the number of subjects carried and the type of grading. Marks in descending order are 1, 2, 3, 4. This student had the following record:

Government	1	Composition	1
Literature	1	Latin	1
Greek	1	Trigonometry	2
Chemistry	1	Penmanship	2
Letters	1	Essays	1
Declamation	1	Debate	1
Criticism	1	Reading	1
Bible	1	Deportment	4

Demerits 133

Although this boy appears to be an excellent student his deportment was low and his demerits were high.

Teaching Staff.—The teaching staff includes the principal and five instructors. Each of the staff members carries a heavy teaching load. One teaches from 17 to 18 hours per week, one from 23 to 24 hours, one from 25 to 26 hours, and two from 29 to 30 hours. All the administrative responsibilities of the institution are distributed among the instructors; one is the librarian, one is registrar, and one is responsible for military training. The total salary roll for the academic year 1926–27 was $10,675. The salaries of the five teachers are reported as follows:

1. $1,350 plus the equivalent of $300 indirect remuneration—$1,650
2. $1,500 plus the equivalent of $200 indirect remuneration—$1,700
3. $1,500 plus the equivalent of $300 indirect remuneration—$1,800
4. $1,800 $1,800
5. $1,350 plus the equivalent of $400 indirect remuneration—$1,750

This schedule is below an acceptable minimum for qualified instructors.

The staff is composed of young men. Their ages range as follows: one each between 20 and 21 years of age, 22 and 23 years of age, 28 and 29 years of age, and two between 38 and 39 years of age.

Each of the instructors holds a Bachelor's degree and two hold a Master's degree. The professional experience of the instructors ranges from one to nine years.

As to church membership, two are Baptists, one is a Lutheran, one is a Presbyterian, and one is a Methodist.

Administrative Staff.—The Institute is administered by the principal, who has the entire organization in hand. For years it has been practically under his sole management. There is every evidence of rigid discipline, and very definite control on the part of the principal over all phases of the life of the school. There are no other administrative officers. The principal keeps the books, renders and pays bills, and collects accounts. Instructors assist in the administrative duties, as previously indicated. Throughout the years, the administrative organization of the Institute has been efficient and commendable regard has been shown for the physical and moral welfare of the young men in attendance.

The Curriculum.—Five years of academic work are offered. The classes are designated sub-freshman, freshman, sophomore, junior, and senior. The principal states that the first three years really cover the work of a four-year high school. It is evident that the first three years are virtually adjustment years. In the last two years there is an attempt to provide the minimum academic offering of a junior college.

There is no faculty organization in the usual sense, the educational policies being determined by the principal. The curriculum is organized by courses rather than by departments. The catalogue, however, distinguishes between the preparatory department and the college department. Each instructor teaches in both departments and in all instances is responsible for more than one subject. The following are the subject combinations carried by the instructors: mathematics and physics; Greek and Latin; history, civics and Bible; mathematics and French; chemistry, mathematics, general science, and English. All the work is prescribed except for the possibility of substituting French or German for Greek. There are eight 45-minute periods per day and, according to the principal, every student has classes during practically the whole day. Membership in one of the literary societies is required and one hour of credit per week is given for this work. The study of mathematics is required throughout the five years. The complete course includes arithmetic, algebra, plane and solid geometry, plane and spherical trigonometry, and surveying. The older standard texts are used. Field practice is included in the surveying course.

Drill is emphasized to a marked degree in the classroom. This emphasis upon drill is, in fact, characteristic of all the instruction in the institution. One year of physics is required for juniors.

Five years of Latin are required and two years of Greek beginning with the junior year, with the option noted.

Very few students take Greek. It appears from the registration figures that there are only four in the first-year class and one in the second. Although Latin is presumably required in the sophomore class as well as in the freshman class, an examination of the class roll reveals the fact that only about one-half of the sophomore class and six members of the freshman class are taking Latin.

Five years of work in history are required, the offering being English history, ancient history, medieval and modern history, United States history, American government and politics. Standard texts are used. The instruction is primarily by the textbook recitation method, although the work in history is closely related to the literary societies, and subjects for debate are often suggested in the history classes.

Classes in Bible are given in the junior and senior years. Bible history is taught and there is also a course in Bible teaching. There is apparently no attempt to relate biblical and religious instruction to the problems of adolescents. The general viewpoint of these courses may be gained from the following extract from the catalogue statement. "The aim of this course is . . . to inform the student on subjects of debate and important points of attack by skeptical and unbelieving critics. This is done to place the students on guard against those who seek to tear down the authority of the Scriptures."

The instruction in arithmetic, as observed, was inferior in quality. The present faculty is too small to teach the subjects which are offered. Every member of the faculty, with perhaps one exception, has more classroom work than he can handle acceptably. The situation is perhaps less objectionable on the preparatory school level than in the junior college.

There is no effort whatever being made looking toward the improvement of instruction. The instructional work is not now even being evaluated. On the whole it is poor in quality. The teachers are not sufficiently sensitive to the problems of education and instructional method. The curriculum is inflexible and certainly not in keeping with the tendencies in secondary education. The materials offered in the several subjects listed, together with the character of their presentation, indicate close adherence

to the doctrine of formal discipline. There is a very great need for the enlargement of curriculum areas and for the socialization of instruction.

There is no formal provision for the guidance of students.

Literary Societies.—There are four literary societies and each student is required to attend regularly and actively participate in one. The program includes debating, declaiming, etc. A lyceum course of five numbers is offered by the Institute in conjunction with Mont Amoena Seminary and citizens of the town.

Library.—The library is housed in a room about 20′ x 30′ with an even smaller room for storage purposes. It is reported to contain between 6,000 and 6,500 volumes. There were no chairs available. The library is open for a short period during the day and appears not to serve educational ends to any extensive degree. There is a good assortment of periodicals, including *Review of Reviews, Forum, National Geographic Magazine,* etc. There is little evidence, however, that the magazines are frequently used. The collection of books appears to be extremely poor and out of date. Books on mathematics, ancient languages, and religion predominate. There are very few modern books on any subject. The selection of books in the fields of literature and fiction is very limited. The system of recording borrowers is inadequate, being of the ledger type.

Military Drill.—The system of military organization at Collegiate is the outgrowth of a number of years of experimentation. No army officers have ever been employed. As stated by the principal, the purpose of the military drill is discipline, in order to develop habits of obedience, attention, and cleanliness. The boys drill for 40-minute periods four times a week. Town students are not required to participate but some elect to do so. The student body is organized according to military regulation with commissioned and non-commissioned officers. These officers conduct the drill under the supervision of the commandant. Each day a student is in charge of the school as "officer of the day." Three students in all are on duty during the day and several walk guard at night. The interest in drill among the boys seems to be well secured. The military ranks of captain and major are arbitrarily assigned to instructors by the principal.

Religious Activities.—Chapel service, which all students are required to attend, is held daily. It consists of roll call, singing,

Scripture reading, and prayer, with an occasional address. All synod students are required to attend the Sunday school and both morning and evening church services. Those who are not members of the Lutheran Church are required to go to the church chosen for them by their parents and the principal. An active Young Men's Christian Association is maintained by the students. Voluntary Bible study groups are also to be found.

Discipline.—Discipline is on a very formal basis. Rules which must be followed, together with penalties for violation, are printed in a booklet entitled "Regulations for the Discipline and Police of the Mt. Pleasant Collegiate Institute Cadets." In this booklet are to be found a list of common offenses and penalties extending over three pages. The penalties are of four types—demerits, confinements, tours, and corporal punishment—and are applied accordingly to the character of the offenses. The conduct of disciplinary procedure is in accord with the spirit of the institution, which has already been described as exceedingly formal.

Academic Status.—The Collegiate Institute is not formally accredited by any accrediting agency or by the University of North Carolina. The academy is recognized as an accredited high school by the State Board of Education. The curriculum of the junior college lacks some of the essential courses and is inadequate as to teaching staff, library, and endowment. For some years, the University of North Carolina has allowed, conditionally, credit for a year's college work for one who completes the full course at Collegiate. If a student makes good in his work, he is given credit for thirty semester hours.

Graduates of the Institute are received into the University on an individual basis and are given such advanced standing as a program of studies which they have completed seems to warrant.

Financial Situation.—The Institute is supported from the tuition and fees of students, a small annual appropriation from the Board of Education of the United Lutheran Church, and gifts. For boarding students the tuition, which covers instruction, board and room rent, and some of the fees, is $400 per session. For day students the tuition is $100 per session. There are additional fees for uniforms, books, laundry service, etc. The report which the principal submits to the North Carolina Synod each year includes as income the amounts received from tuition, room rent, and fees, and the appropriation from the Board of Education of

the United Lutheran Church. It includes as disbursements: salaries, printing, fuel, light, etc., service and supplies, room rent in town, and comparable items. The statement does not include income and expenditures incident to feeding the students nor similar items. For the year 1922–23 the report to the Synod included a total of $11,235.56; for the year 1923–24, $11,156.53; for the next year, $13,455.80. The financial statement furnished by the principal to the Survey Staff accounts for all items of income and expenditure for the fiscal year of 1926–27. The total is $30,847.82.

FINANCIAL STATEMENT OF COLLEGIATE INSTITUTE

Session 1926–1927

RECEIPTS

From tuition, fees, board, room rent, uniforms and books	$27,893.49
From United Lutheran Church (twelve-month period)	2,291.63
From athletics, gate receipts and guarantees	662.70
Total	$30,847.82

DISBURSEMENTS

Salaries of teachers	$10,675.00
Expense of boarding hall, food, service, and fuel	11,578.15
Uniforms	2,626.60
Expense of athletics	1,286.39
Light, power, and fuel	1,183.59
Janitor service	832.00
Printing, stationery, and postage	826.21
Current expenses, repairs, supplies, etc.	921.22
Advertising and canvassing	647.08
Books	271.58
Total	$30,847.82

The value of the buildings and the heating plant, estimated on the basis of the present cost to build or purchase, is reported as $107,500 and the campus and site of barracks at $1,500.

The following is the inventory value of the equipment as estimated by the principal:

Books	$7,500.00
Furniture	5,000.00
Machinery	1,500.00
Tools	250.00

Indebtedness at the close of the fiscal year 1927 was $20,000—four 6 per cent notes of $5,000 each held by a local bank. This indebtedness was incurred incident to the erection of the new dormitory, built in 1925, the total cost of which was $45,000.

Plant and Buildings.—The campus includes sixteen and one-quarter acres and was acquired in 1853. The site of the barracks includes one acre and was acquired in 1922. Six acres across the street from the Institute are available for an athletic and drill field, although this property is not owned by the Institute.

There are five buildings on the campus—the main building, the new dormitory, Society Hall, the boarding hall, and the president's home, in addition to a heating plant.

The main building was erected in 1853 and is a three-story brick structure. This building is used for dormitory and recitation purposes. It is kept in relatively clean condition. Toilets are inadequate and in only fair condition. There is running water in each dormitory room. There is one light in the center of each room. There is no fire protection in the building and no fire escapes could be discovered. The floors are oiled and worn. The stairs are protected with metal treads, many of which are badly worn. The offices on the first floor were cluttered with miscellaneous materials, as were many of the classrooms. The ventilation is poor. The building needs redecoration and repairing throughout.

Society Hall was erected in 1859. It is a two-story brick building containing an assembly room and two or three classrooms with cross lighting. It had been refinished and is kept clean. The equipment is decidedly meager and not in good condition.

The boarding hall is a two-story frame structure and contains a dining hall and kitchen together with some living rooms. This building is in good repair, but is not fireproof.

The new dormitory was erected in 1925. It is a three-story brick building. Rooms for instruction in science and a small assembly room are provided in the basement but were not in use at the time of the survey. The reception room on the main floor is well furnished but is kept locked. The rooms in this building are well designed and are kept in admirable condition. Each is provided with running water, two open closets, two overhead lights, and good beds. The building is well planned and constructed. The shower rooms leak, however, and are rapidly caus-

ing the plaster to buckle on the ceilings of the rooms below. The toilets on each floor are kept in good condition. There is an orderly who sees that the building is kept free from noise, that the boys remain in their rooms, and that the rules are observed. There is a low pressure steam plant in the basement. Members of the staff found in some instances that the fire hose was disconnected from the emergency lines and that there were no fire extinguishers in the building. Rules and regulations are posted on the doors of each room for the information of the occupants.

The heating plant is housed in a corrugated iron building over a shallow excavation in which is located a low pressure steam plant for the main building and Society Hall. A septic tank for the sewage is buried at considerable depth in the field back of the campus.

Cleanliness and order prevailed throughout the institution. The Collegiate Institute plant was found to be in better condition in these matters than the plant of any other Lutheran institution.

Feeding of Students.—Meals for students are served in the dining hall. The menu is well balanced and the amount and kind of food seem to be entirely satisfactory. A menu for one meal follows: pork chops and gravy, string beans, mashed potatoes, peas, lettuce and canned tomato salad, bread, peaches, and layer cake.

The procedure of entrance and exit for the boys is well conducted. The general disciplinary scheme incident to attendance upon meals is of a semi-military type.

Summary.—The Collegiate Institute was established during the pre-Civil War period. During this period many similar institutions known as academies came into existence in communities along the eastern coast. At the time there was very real need for such institutions, owing to the absence of public high schools and to the availability of only a few colleges and universities. Many of the academies so established have long since ceased to exist. Those that have survived have, in the main, become either private schools or colleges. The Collegiate Institute, although owned by the synod, is operated privately. Its educational policy and curriculum are determined by the principal. It is located in a healthful community. For many decades it was the only institution in the vicinity available to boys and young men. The need for local educational facilities is now being met by a recently established public junior and senior high school. Public high

schools are now available in all sections of North Carolina. Only five states in the Union have more colleges per unit of population than North Carolina.

The Institute is supported from tuition and other fees from students, supplemented by a small annual appropriation from the Board of Education of the United Lutheran Church and occasional gifts. During the past seven years, attendance has varied from 118 to 173. From 1919 to 1923 there was a steady decline, and only 118 students were registered during the academic year 1926–27. Of these 118 only 89 were in actual attendance at the time of the visit of the Survey Staff. Registration in the junior college has declined steadily since the year 1923–24. In 1923–24 there were 78 registered and in 1926–27 but 28 registered. Students are recruited by agents of the institution. There is no waiting list.

Members of the teaching staff are well qualified, as indicated by the degrees they hold, but the quality of the teaching as a whole is regarded as inferior. Instructors are overloaded with both teaching and administrative responsibilities. The staff is inadequate in terms of numbers for the load to be carried. The salary scale is low.

There are no administrative officers aside from the principal. The curriculum includes those subjects which have been characteristic of literary institutions. There is no provision for instruction in the social and biological sciences, but meager provision for the physical sciences, and none in any of the arts. All instruction is of the very formal type.

Although there are over 6,000 volumes in the library the facilities are regarded as entirely inadequate owing to the lack of modern books on any subject. The library is poorly housed and its contents not easily accessible.

Military drill is required of all boarding students. Discipline is on a very formal basis. Conformity to regulations and punishment for violations are the chief characteristics of the system. The Institute is recognized as an accredited high school but not as an accredited junior college. Graduates are received into higher educational institutions on an individual basis with no definite assurance as to advanced standing.

The present indebtedness is $20,000 incurred incident to the erection of the new dormitory.

The plant and buildings are in fairly good condition, although the main building, erected in 1853, needs extensive repairs.

Recommendations

It is not regarded as wise policy for a church organization to delegate the conduct of any of its educational institutions to an individual on a contractual basis. Such delegation is particularly unfortunate for an institution without endowment because it means that it must be operated on a basis of self-support. Under such conditions this forces the individual to whom such an institution is delegated to conduct the enterprise with a minimum educational offering of a character which will support itself. Since the delegation of the operation of the North Carolina College (now called Collegiate Institute) to the present principal, it has been maintained in accordance with the spirit of the arrangements and in a highly efficient manner as a business enterprise. The statement that this procedure of delegation is not appropriate rests upon broad considerations of policy rather than upon the effectiveness or ineffectiveness of the institution as operated under delegated jurisdiction.

Regarding the future, two recommendations might be made:

1. Terminate the agreement of 1903 between the Synod and the principal, thus paving the way for the Synod itself to operate the Institute through the board of trustees, or
2. Terminate the agreement of 1903, close the Institute, and dispose of the property.

The considerations involved in each of these recommendations are here developed in detail and appraised.

It cannot be demonstrated that there is now a need in North Carolina, or vicinity, for a school of the type of Collegiate Institute. If the need for such an institution actually existed, it would not now be necessary (after twenty-five years of operation as an institute) to send members of the staff into the field to recruit students. The educational policies of the Institute are now far from representing the best conceptions underlying secondary or junior college education. Even though the need for such an institution could now be demonstrated, there appears to be no reason why it should be conducted by a church organization.

If the Synod were to attempt to operate the Institute, there

should be radical changes in organization, curriculum, and procedure. Since the establishment of the local junior and senior high school there is no longer the need in this community for a private secondary school or academy. The possibilities for the Institute would seem to lie entirely within the junior college. Evidence of declining registration, however, in the junior college indicates that this need may not exist. It is important to determine definitely what would have to be done in order to establish and maintain such an institution.

The minimum number of students for an effective junior college is considered to be about 150. The Southern Association has set the minimum student body at sixty, for accreditation purposes, but this is too low to justify the range of courses now necessary and to permit operation at a reasonable per capita cost. The following estimate is offered as a conservative statement of financial requirements:

I. Current Expense (Annual)	
1. Teaching staff. For a junior college of 150, twelve instructors would be required (one instructor per twelve students). The average salary is estimated at $2,000. Total salary roll	$ 24,000
2. Administrative staff. There should be the following:	
a. Half-time registrar	
b. Full-time business manager	
c. Half-time librarian	
d. Two janitors	
(It is assumed that one of the instructors would be the chief administrative officer.)	
(1) Minimum salary roll for administrative staff	7,500
3. For retirement provision	1,500
4. For sabbatical leaves of absence	2,000
5. For operation and maintenance of plant	10,000
Total annual current expense	$ 45,000
II. Capital outlay (Improvements, new buildings, equipment)	
1. Recitation, laboratory, and library building (new)	$100,000
2. Repairs and remodeling—main building	20,000
3. Additional dormitory	60,000
4. Gymnasium and athletic field $100,000	
(Desirable but not absolutely necessary.)	
5. New equipment, books, etc.	40,000
Total capital outlay	$220,000

III. Endowment

1. There should be an endowment sufficient to provide 40 per cent of the current expenses. Without a very high tuition charge it is impossible to maintain the institution from student fees. A student fee sufficient to carry the entire cost would be prohibitive to all but the very wealthy. Thus, the purpose of the institution would be practically defeated ..	360,000
2. Funds to remove indebtedness	20,000
3. Endowment for scholarships for prospective ministers	50,000
Total endowment	$430,000

What are the possibilities of obtaining the necessary number of students and the funds for current expense, capital outlay, and endowment? The facts reported and the comparative data included in Part I, page 48, as well as the actual decline in registration in the Institute for the last seven years, indicate that it would be exceedingly difficult to obtain an adequate number of students. The facts of constituency and resources in Part I show that there is but slight possibility of raising the necessary funds. Moreover, the fact that it has been very difficult over a long period of years to finance Lenoir Rhyne College at Hickory would seem to be sufficient evidence to convince even the most sanguine of the impossibility of a successful campaign for financing Collegiate Institute. Members of the Survey Staff do not regard it likely or probable that the Synod could organize, finance, and maintain a successful junior college at Mt. Pleasant.

The following considerations point to the wisdom of closing the Institute and disposing of the property. The Institute is of a type of institution that is not in conformity with current educational practice. While it has been operated efficiently as an administrative unit it is entirely out of line with the best educational thinking of the day. Educationally, it is obsolete. It is now inferior in practically every respect to public high schools. Its field of service has been greatly reduced on account of the recent establishment of a public junior and senior high school in Mt. Pleasant. Its declining registration indicates increasing difficulty in maintaining an adequate student body. There are now available in all parts of North Carolina well-equipped and well-staffed public high schools. Only five states in the Union surpass North Carolina in quantitative facilities for higher education.

These considerations prompt the Survey Staff to recommend

that the agreement of 1903 between the Synod and Principal McAllister be terminated, that the Institute be closed, that the property be sold in order to liquidate indebtedness, and that any surplus be devoted to the endowment of other educational enterprises of the Synod.

These recommendations are accompanied with expressions of good will for and confidence in the principal and with full realization and recognition of the constructive influence which he has exerted upon the young men with whom he has come in contact.

CHAPTER II

MONT AMOENA SEMINARY

History and Control.—Mont Amoena Seminary was organized in 1859, at that time receiving a charter from the State Legislature. It was secured by the Synod of North Carolina as an educational institution in 1869, being placed under the control of a board of trustees elected by the Synod. The Synod in 1897 entered into the agreement with Rev. J. H. C. Fisher by which he was to operate and manage the institution under conditions similar to those previously described for the operation of the North Carolina College. Since 1921 it has been under the control of the Board of Trustees for Educational Institutions of the North Carolina Synod which board also controls Lenoir Rhyne College and Collegiate Institute. A third executive committee of the board is immediately responsible for the Seminary.

Location—Physical and Educational Characteristics.—The physical and educational characteristics of Mt. Pleasant and the immediate vicinity are described in the section devoted to Collegiate Institute.

Support.—While the Seminary is under the control of the North Carolina Synod this body has not made specific appropriations for its support for some time. The Board of Education of the United Lutheran Church has made a small annual appropriation to the Seminary since 1920. The Seminary is supported from tuition, special fees, charges for housing and feeding, and occasional gifts.

Student Enrollment.—Because of the absence of records comparable figures on enrollment are not available over a considerable period of years. The facts obtainable are presented in Table 270.

During the year 1926 very little was done to introduce the school to new or prospective students. No bulletin was published and no field agent was sent out for recruiting purposes.

Girls of the age of 12 or over have been admitted without

TABLE 270

STUDENT ENROLLMENT AT MONT AMOENA SEMINARY

YEAR	SUB-FRESHMEN	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS	SPECIAL	TOTAL
*1921–22 ..	15	11	22	21	15	5	89
*1922–23 ..	12	28	13	21	19	14	107
*1923–24 ..	--	28	26	12	19	7	92
†Feb., 1927	3	7	13	4	14	22	63

* From Mont Amoena catalogue.
† At time of visit of Survey Staff.

reference to the amount of previous schooling. From the catalogue of 1921–22 information has been obtained regarding the size of the graduating classes. From 1881 to 1924, 332 women were graduated. The graduating class has varied in size from 1 to 17. The high point was reached in 1917. Since then the number in the graduating classes has been as follows: 1918—15; 1919—14; 1921—15; 1922—13.

It was generally understood that instruction in the Seminary was to be terminated with the close of the academic year 1926–27, although no order to that effect was issued. The Seminary was not open for instruction during the year 1927–28.

Records.—The original Seminary building was burned in 1911 and all records were destroyed. Student records are very fragmentary and correspondingly unreliable. Little attempt has been made to record systematically the previous education of students, the record of attendance at the seminary, or the record of courses completed. Financial records are equally meager.

Teaching Staff.—At the time of the visit of the members of the Survey Staff there were five teachers in addition to the principal. The salary roll for the year 1926–27 appears to total about $2,980. The salaries of the five teachers are reported as follows:

1— $600 plus room and board for herself, room and board for younger sister and one-half of the profits from the conduct of the Seminary after $600 has been deducted.
1— $780 plus room and board.
1— (music teacher) 70 per cent of the tuition of music students, estimated at $1,000 to $1,100.
1— $600 plus room and board.
1— no salary—teaching service as compensation for previous schooling in the Seminary.

It is evident that the salary schedule is far below an acceptable minimum.

The teaching load is reported as follows: all day and evening in the case of the instructor in music; and for the four other instructors 16, 17, 24, and 25 hours per week, respectively. Three instructors hold the Bachelor's degree, one has a normal school diploma, and one has pursued extensive special study. Previous professional experience ranges from zero to ten years, being none, 1 year, 2 years, 5 years, and 10 years, respectively.

Administrative Staff.—All members of the staff share in the administration of the institution. The principal is technically responsible. He, in coöperation with the members of his family and his teachers, performs all of the necessary work in the Seminary aside from cooking and caring for the grounds. The administration has been carried on in a very loose and informal fashion, but with an unusually high degree of sincerity and devotion on the part of the principal. There is every evidence that he has completely sacrificed himself for the welfare of the institution and the young women in attendance. He receives and well deserves the devotion of former students, teachers, the church, and the community.

The Curriculum.—Throughout the years there have been a number of courses of instruction designated as classical course, modern language course, elective course, and music course. A commercial course has also been listed from time to time. In February 1927, instruction was provided in English, French, mathematics, history, general science, physics, Latin, and music. The following courses which are listed in the catalogue and which presumably have been offered at one time were not offered at the time of the visit of the members of the Survey Staff: spelling, business arithmetic, science for freshmen, Latin for freshmen, physical geography, teacher training, American history, solid geometry, and chemistry. At the time of the visit it appeared that each teacher was keeping a daily record of the students' recitations and written work. The system of marking implied two-thirds credit for daily work and one-third for examinations. The examinations are given twice a year and reports are sent to parents following these examinations.

Library.—The library provisions are entirely inadequate. There are only about 700 volumes.

Literary Societies.—There are two literary societies, the Alpha and the Omega. Each girl must belong to one of these. There is also a glee club.

Discipline.—Intimate relations exist between the students and the women teachers. In recent years the Seminary has been conducted in much the same manner as a large family. There was a daily schedule indicating a program from 6:45 A.M. until 10:15 P.M. Regulations have also been made concerning student conduct and social life. These have been posted in the various rooms. There is no system of student government. A semi-demerit system has been in operation.

Religion.—Chapel service has been held every school day from 8:30 A.M. to 8:45 A.M. with the principal presiding. Occasionally there are outside speakers. The vesper service is at 6:45 P.M. Attendance is checked for both services. Attendance upon Sunday service is required of all girls. There is a Luther League in connection with the Seminary.

Academic Status.—For many years the Seminary has served a very useful purpose in the education of a considerable number of young women. Many have entered the teaching profession. Others have received the type of instruction and inspiration which has made them leaders in the church and its varied activities. The situation has changed radically in recent years, however, due to the universal development of high schools and to the increased standards for entering upon teaching. In 1926 graduates of the Seminary could not be certified for teaching, and could not enter any of the accredited colleges of North Carolina with known status.

Financial Situation.—As previously stated, the Seminary has been supported from tuition supplemented by small gifts. The cost to boarding students has been estimated as between $230 and $240 per year. The tuition is expected to be paid quarterly in advance but this regulation has not been enforced. Many students have never paid tuition. The financial records have not been kept in such a way as to make possible detailed reporting as to income and expenditures. In 1924–25 it was reported that money paid out totaled $12,650 and money paid in totaled $12,607. The following year, 1925–26, money paid out was $10,848.05 and money paid in $10,554.89. While the financial records have not been carefully kept, there is every reason to assume that the Seminary has been operated on a very close margin and that the

principal has never been properly compensated. For a number of years the Seminary has been in debt. In 1925 the indebtedness was reported to the synod as being $3,650. At the present time the indebtedness is estimated at about $6,000. The present building cost approximately $35,000.

Plant and Buildings.—The campus contains six acres. All the work of the institution is conducted in a single brick building which contains a basement and three floors. There are exits in the basement and two exits on the first floor. The two fire escapes are not easily accessible. Each floor has a fire hose. The basement contains a refrigerator room, store room, kitchen, dining room, pantry, furnace and fuel room, bathroom, five classrooms, and one laboratory. On the first floor are a reception hall, parlor, two studios, six practice rooms, the chapel, library, junior and senior study room, and the apartment of the principal. On the second floor there are twenty bedrooms and one bathroom. On the third floor there are five bedrooms. On the landing between the first and second floors there is a small washroom. All rooms are of good size. The woodwork, walls, and ceilings are dingy and in poor condition. The lavatory facilities are very inadequate. The plumbing is out of date. The toilet rooms were poorly kept. The supply of hot water was limited and the pressure was not sufficient to pump it to the second floor.

Feeding of Students.—The dining room contained tables seating eight people each; the floor was not clean. The serving was done by students. No napkins were provided. The meals were fair.

Recommendations

The need for the Mont Amoena Seminary no longer exists. It is therefore recommended that the agreement between the synod and Principal Fisher be terminated, that the Seminary be closed, that the property be sold in order to liquidate indebtedness, and that any surplus be devoted to the endowment of other educational enterprises of the synod.

These recommendations are accompanied with a statement of recognition of the long and faithful service of the principal and of his strong influence for good throughout the years.

Note: Subsequent correspondence between one of the secretaries of the Board of Education of the United Lutheran Church and representatives of the Synod of North Carolina indicated that Mont Amoena had been closed, that a committee of the Board of Trustees had been appointed to sell the property, and that negotiations for sale were under way.

CHAPTER III

WEIDNER INSTITUTE

History and Control.—In 1900 a parochial school was opened in Colburn, Indiana, and two years later the Chicago Synod assumed charge of this school, which in 1903 became an academy. In 1906 it was moved to Mulberry, Indiana, and later renamed Weidner Institute. When the Chicago Synod and other synods in this territory were merged in 1920, the Institute came into the possession and under the control of the Indiana Synod. The previous self-perpetuating board was supplanted by a new board under synod control. The board of trustees now consists of nine members, five clerical and four lay members, elected by the Indiana Synod. There are no women on the board. Four members now reside in Indianapolis, one in Mulberry, one in Frankfort, and one in Muncie, Indiana. The other two members reside in Louisville, Kentucky. Members of the board are elected for a two-year term. At the present time the terms of four members expire in 1927 and the terms for the others expire in 1928.

The Location: Physical and Educational Characteristics.—Mulberry is a town of about 1,000 inhabitants. It may be reached by interurban from Indianapolis or Lafayette with service in each direction about once an hour. One of the branch divisions of the Lake Erie and Western Railroad runs through the town. Mulberry may also be easily reached by automobile, over good roads, from many of the surrounding towns. The township supports a commissioned high school in Mulberry. This school is crowded but seems to be capable of handling all local students. There is a Lutheran church in the town of Mulberry as well as churches of two other denominations. The size of the town is not adequate to support the wide and varied auxiliary facilities which would be of value in the development of college life. It is also a limiting factor in the development of a student body.

Indiana is generously provided with higher educational institu-

tions. Among them are three supported entirely from state funds, one of which is Purdue, within a few miles of Weidner. There are twenty-nine private or denominational institutions. Within a fifty-mile radius of Weidner there are seven well-developed institutions: Butler College, Indianapolis; DePauw University, Greencastle; Indiana Central College, Indianapolis; Taylor University, Upland; Wabash College, Crawfordsville; and Central Normal College, Danville, Indiana.

A higher educational institution of repute may be readily reached by young people residing in any section of the state. Public high schools are universally available.

As an index of available colleges per unit of population, it may be noted that Indiana has one college per 84,319 persons. This is about the average for the United States.

Support.—Weidner Institute is largely supported by the Indiana Synod which had, in 1926, a confirmed membership of 11,453 and a communing membership of 8,628. The Synod includes parts of Indiana, Tennessee, and Kentucky. It does not include the entire state of Indiana. This Synod, in addition to supporting Weidner Institute, also contributes to the support of Wittenberg College at Springfield, Ohio. The apportionment for Weidner was $0.50 per capita for 1926, and for Wittenberg $0.10 per capita for the same year. Hamma Divinity School, of Wittenberg College, was also given a $0.10 apportionment per capita at the Seventh Convention of the Indiana Synod held in October 1926. Thus, out of a total apportionment for higher education of $0.70 per capita, Weidner Institute receives $0.50, the remaining $0.20 going outside the territory of the Synod. The total apportionment for all purposes, education, missions, and others, was set by the October 1926 Convention at $4.40 per capita. Of the total apportionment, however, higher education receives about 16 per cent. Weidner receives about 11 per cent.

Student Enrollment.—Table 271 gives the total enrollment for a seven-year period. The geographical distribution of students for 1926–27 is found in Table 272.

Of the eighteen students in the junior college twelve are boys. Of these twelve boys seven have definitely declared their intention to prepare for the ministry. Of the twelve students in the academy five are boys. Of these five boys, two have definitely declared their intentions of entering the ministry. Thus, a total

of nine students of the thirty enrolled state that they are preparing for their life work in the church.

TABLE 271

STUDENT ENROLLMENT AT WEIDNER INSTITUTE

YEAR	ACADEMY	JUNIOR COLLEGE	TOTAL
1920–21	30	19	49
1921–22	25	32	57
1922–23	25	20	45
1923–24	30	23	53
1924–25	14	5	19
1925–26	12	16	28
1926–27	12	18	30

TABLE 272

GEOGRAPHICAL DISTRIBUTION OF STUDENTS AT WEIDNER INSTITUTE

HOME ADDRESS	JUNIOR COLLEGE	ACADEMY
Mulberry	4	3
Indiana	10	3
Illinois	1	3
Tennessee	1	--
Ohio	2	--
Michigan	--	1
Wisconsin	--	1
Porto Rico	--	1
Total	18	12

Graduates.—During the period 1914–26, sixty-one students have completed the junior college course, the number varying from one to eight per year. Since 1904 ninety-four students have graduated from the academy, the number per year varying from one to nine. Three students graduated in voice in 1915 and ten in oratory from 1915 to 1918, inclusive.

Records.—The records are kept in the president's office by the secretary. A loose-leaf ledger contains the records of students for at least six years. Earlier records are kept in bound ledgers which are accessible in the president's office. The present records

are in good condition and appeared to be very well kept. Reports are issued at the close of each semester, giving the marks made by the students for that session. The numerical system of grading is used with a passing grade of 70. At registration a limited amount of information is secured from each student and is transferred to the permanent record card. This information includes his age, home address, parents' name, parents' occupation, parents' address, place of birth, choice of life work, church preferences, schools last attended, date of registration, and the rank or standing given. Space is also allowed for notations concerning withdrawals.

Teaching Staff.—The staff of the college is composed of four full-time members, and two part-time members. The instructor in music and the coach of athletics devote part time to their work. Students go to the music instructor and arrange directly for their music lessons. The coach of the township high school is also acting as coach of the junior college teams. Of the four full-time members of the staff all hold the Bachelor's degree, one holds the M.A. degree and has done some additional graduate work, one has done some graduate work above the Bachelor's, and one holds an honorary D.D. degree. Only one of the four is not a member of the Lutheran Church.

The president of the institution is teaching four classes. Another member of the staff is teaching five classes and acting as matron of the girls' dormitory. Another is teaching three classes and serving as field secretary, and the fourth is teaching five classes. Two of the instructors receive $1,000 per year and a third receives $2,400.

Administrative Staff.—The school is administered by the president with the assistance of a student secretary, a student librarian, a matron of the girls' dormitory who is a teaching member of the staff, and four student janitors who look after the buildings. The solicitation of funds is carried on by the field secretary who is also a member of the teaching staff. The finances of the institution are handled by the president and the treasurer of the board.

Educational Organization.—Members of the staff teach both college and academy classes. Departments are not organized as such and instructors are called upon to teach in at least two fields. One instructor teaches one class in psychology, one in sociology, one in German, and one in French; another teaches four classes

in mathematics and two in Latin, and another teaches two classes in Bible and one in Greek. Only eighteen courses are being offered this semester in both college and academy. Classes are, of course, very small and much of the instruction is conducted on a basis which is almost individual. Periods are fifty minutes in length. Eight of the eighteen classes meet five days a week, two meet four times a week, five meet three times a week, and three meet two times a week. Students are required to present sixty-four semester hours of credit, of which eight must be in Bible. Graduation from the elementary school of eight grades is required for entrance into the academy, while graduation from a commissioned high school or other accredited four-year academy is required for entrance to the junior college. The school does not offer any degree, but presents a certificate of graduation upon the completion of the required work. Subjects required for graduation are listed as follows for 1927–28 in the catalogue:

Bible and History of Christianity	8 hours
English	12 hours
Latin or Greek	14 hours
History	6 hours
Total	40 hours

In the freshman year choice is given between foreign language and mathematics (8 hours). In the sophomore year choice is given between foreign language (3 hours) and science (4 hours). During the session when visits were made no science except zoology was being offered and there appeared to be no laboratory for this subject. The chemistry and physics laboratory located in the basement was closed and locked and was apparently not being used.

The library contains some 5,000 bound volumes and is handled by a student librarian. The library is open only at certain hours when the librarian is not engaged in her regular class work. Facilities for reading are exceedingly meager.

The school undertakes to foster choral work, a literary society, a school paper called "The Weidner Bugle," and athletic teams in basketball and baseball. A twenty-minute chapel period is provided daily.

Academic Status.—At one time the institution was regarded by the Indiana State Board of Education as a commissioned high

school. It was not so accredited during the academic year 1926–27. In order to become a commissioned high school, it would be necessary to engage an executive who had a supervisor's license, obtain teachers who had been licensed for the subjects which they teach, and make certain changes in the selection of texts. (Letter of March 22, 1927, from representative of the State Department of Education.)

The Institute has never been an accredited or recognized junior college, although it is an established fact that some of the graduates have carried work of the junior year in certain colleges with credit.

Financial Situation.—The following statement gives in order the assets of the institution, the indebtedness of the institution, the receipts of the institution, the disbursements and the budget for the current year:

ASSETS

BOOK VALUATION OF PROPERTY

Main building	$40,000	
Main building contents	8,000	
Ground valuation	5,000	
Girls' dormitory	8,500	
Girls' dormitory contents	1,000	
New gymnasium	10,000	
		$72,500

INDEBTEDNESS

Mortgage on main building	$10,300	
Mortgage on girls' dormitory	3,900	
Note at 6½ per cent, March 1	1,000	
Note at 6 per cent, July 1	1,000	
Note—state bank	700	
Note—state bank	1,800	
		18,700
Net assets		$53,800
Other (intangible) assets:		
Annuity gifts, completed and assured	$10,000	
Known wills in favor of Weidner	16,000	
		26,000
		$79,800

RECEIPTS

	1924–25	1925–26
Balance on hand (July 1, 1925)	.29	$2,537.59
Indiana Synod	$3,662.33	3,528.65
U. L. C. Board of Education	1,250.00	833.32
Weidner Ladies Auxiliary	436.78	25.00
Wittenberg-Weidner Campaign	6,542.19	--
Miscellaneous gifts	2,510.19	1,192.90
Ethel Lind Hall gifts	450.00	25.00
Alumni Hall gifts	480.00	3,127.50
From students (tuition, fees, dormitories)	1,855.38	2,321.25
Gymnasium rentals	292.67	149.50
Interest (annuity)	45.00	15.00
Miscellaneous and sundry items	202.26	487.58
Temporary loans (salary)	2,175.00	2,447.34
Total	$19,902.09	$16,690.63

DISBURSEMENTS

	1924–25	1925–26
Salaries and wages	$9,727.86	$7,883.65
Traveling expenses	407.30	337.23
Publicity (printing, postage, etc.)	560.06	77.40
Interest	1,158.70	1,074.50
Insurance	117.79	237.82
Heat and light	940.20	1,002.11
Equipment and supplies	361.27	1,035.94
Repairs	445.88	270.51
Miscellaneous expenses	205.44	455.59
Bills payable	3,440.00	2,547.34
Gymnasium expense	--	756.19
Total	$17,364.50	$15,678.28

	1924–25	1925–26
Receipts	$19,902.09	$16,690.63
Total Expenditures	17,364.50	15,678.28
Balance	$ 2,537.59	$ 1,012.35

BUDGET 1926–27

President's salary	$2,700
Field secretary's salary	2,400
English and science teacher's salary	1,000
Latin and mathematic teacher's salary	1,000
	$7,100

BUDGET 1926-27 (*Continued*)

Four Students—Firing in main building	$180	
Sweeping in main building	140	
In gymnasium	90	
Girls' dormitory	90	
		$ 500
Office and library salaries, 2 students—each $87.50		$ 175
Travel expense		450
Publicity		400
Interest		1,200
Insurance		375
Heat and light		1,100
Equipment and supplies (library included)		500
Repairs		400
Athletics (includes high school coach $100)		200
Miscellaneous		200
Total		$12,600

SOURCES OF INCOME 1926–27

Tuition	$ 2,000
Dormitories, rent	1,250
U. L. C. Board of Education	1,000
Synod appropriations	3,750
Gymnasium rentals and miscellaneous	600
Solicitations	4,000
Total	$12,600

Plant and Buildings.—The physical plant of Weidner Institute is composed of three buildings: the main building, a gymnasium, and a girls' dormitory.

The main building is a three-story brick structure with a full basement about one-half of which is above the level of the ground. The building is about eighty feet wide and sixty feet deep from front to rear. The third floor is devoted to a library and reading room, the guild room, and an unfinished storage room, the latter occupying about one-half of the third floor. The second floor is devoted entirely to the housing of the boys of the institution, with the exception of one small room which is used for the president's office. There are eight double rooms, each opening upon the corridor and each having separate sleeping alcoves off the main room in which the beds are located. The furniture is provided by the college, but bedding, towels, curtains, rugs, and similar articles

must be furnished by the boys themselves. The first floor is devoted to five classrooms and the assembly room. The basement contains the boiler and fuel room, the water supply and pump room, one science laboratory, which is not now being used, and two toilet and washrooms, one for men and one for women.

The water supply is obtained from a shallow well on the school grounds. Sewage is disposed of by use of a septic tank in the grounds and by a sewer line which empties at a distance over the adjoining farm lands. Plumbing in the building appeared, upon a more or less casual inspection, to be in relatively good condition. Toilet and bathing facilities, however, would seem to be inadequate, only one toilet and two wash basins being provided in the boys' room. Running water is not available in the second floor rooms, and it is therefore necessary for all bathing to be done in the basement.

The heating plant is a low pressure steam system. The boiler is located in the rear of the basement near the stairway which runs through to the first, second, and third floors. A lathed and partially plastered ceiling is within approximately two feet of the boiler. Stairways are open and are built of wood, as are all of the floors and partitions within the building. Moreover, the janitor's room under the main front stairway was filled with rubbish, supplies and material of a relatively combustible nature. Boys are permitted to smoke in their rooms on the second floor, although it is stated that few of them indulge in the habit. Fire escapes are provided at each side of the building from the third story to within a few feet of the ground. Electric wiring in this building has apparently been added since its original construction and is enclosed in flexible tubing or other conduits on the surface of the walls and ceilings. The ventilation of the main building is poor. While the toilet room itself was fairly well ventilated, the main hall, corridors, and rooms were, at least on the occasion of some visits, filled with bad air.

In general, the main building needs refinishing and redecorating from top to bottom. It also needs some attention to the matter of repointing the exterior walls.

The gymnasium is located on the main campus which contains about twenty acres of ground. It is a one-story frame and stucco building about fifty by ninety feet in size. The roof is of roll paper type and of arc shape. The building encloses a plain floor,

thirty-nine by seventy-six feet, with bleacher seats along the longer sides which will accommodate about five hundred people. At one of the ends there is a stage with one dressing room on either side. Below the stage there are two shower rooms for athletic teams, with a heater and hot water tank for shower baths. The building is heated by two large coal heaters in each corner at the front. It is lighted by electricity, the wires being installed in conduit and flexible tubing. This building has just been completed. The floor is of hard maple and is in good condition. The interior walls of the building are not finished.

The girls' dormitory is a frame building located about two blocks from the campus itself toward the business section of the town. It is of the two-story residence type, frame construction, approximately thirty by forty-five feet, originally built for a hotel.

The second floor has six double rooms for the accommodation of the girls of the school. There is one bathroom on the second floor. The first floor provides one dining room, two parlors, one matron's room, one kitchen, two small rooms for the cook, and one extra bedroom. The basement contains a hot water heating plant. The building is reasonably well furnished and is in fair condition.

As far as the capacity of the physical plant is concerned fifteen boys are now housed in the eight double rooms in the main building, while eight girls are now housed in the six double rooms of the girls' dormitory.

The outdoor track, tennis court, and baseball diamond were overgrown with grass and weeds. No equipment for these sports was visible.

Feeding of Students.—The boys and girls of the institution operate jointly a boarding club with a student manager in charge and a cook selected by the students and approved by the college authorities. They serve twenty meals a week (no Sunday supper is served) at a charge of $3.50. Sample menus were given as follows:

Breakfast	*Lunch*	*Dinner*
Cereal	Soup	Potatoes (or other starch)
Coffee or cocoa	One vegetable	Meat (always)
Muffins and jelly (or meat and eggs)	Muffins (or other bread) and butter	One vegetable
		Dessert

It was indicated that these items varied of course from one period of the year to another. Milk is not provided anywhere in the diet. All meals are served in the dining room at the girls' dormitory.

Needs.—It is quite impossible to maintain an effective institution at a reasonable per capita cost with a registration of less than 150. The building and financial needs are therefore predicated upon the assumption of a junior college of this size. They are here listed under three heads: current expense, capital outlay, and endowment.

I. Current Expense (Annual)

1. For Teaching Staff			
a. Present salary roll	$ 7,100		
b. Present staff at average of $2,000 (additional)	900		
c. Eight new instructors at $2,000	16,000		
Total additional salary budget		$16,900	
2. For Administrative Staff			
a. Half-time registrar	$1,000		
b. Full-time business manager	2,500		
c. Half-time librarian	1,000		
d. Janitorial help	3,000		
Total		$7,500	
3. For retirement provisions for faculty		1,500	
4. For sabbatical leaves of absence		2,000	
5. For increases in operation and maintenance		4,000	
Total increased cost			$ 31,900
Present annual budget			13,100
Annual budget			$ 45,000

II. Capital Outlay (Improvements—new buildings and equipment)

1. Main building—repairs and remodeling for dormitories to accommodate 80 boys	$20,000	
2. Administration building (new) classrooms, library, science, and assembly	250,000	
3. Central heating plant	20,000	
4. Girls' dormitory (new, for one hundred)	100,000	
5. Landscaping	5,000	
Total		$395,000

II. Capital Outlay (*Continued*)

6. New gymnasium, athletic field (desirable but not absolutely necessary)	$100,000	
7. Equipment		$ 45,000
Total (not including gymnasium)		$440,000

III. Endowment

1. Present Endowment	None	
2. Endowment needed to provide 40 per cent of current expenses	$360,000	
(40 per cent of $45,000 = $18,000 = 5 per cent of $360,000)		
(It is assumed that 60 per cent will come from tuition)		
3. Money to remove indebtedness	18,700	
4. Endowment for scholarships (ministerial)	50,000	
Total endowment		$428,700

Summary

Weidner is located in an area well provided with facilities for secondary as well as for higher education. In this respect, the location of the Institute is unfavorable. The Indiana Synod has but 11,453 confirmed members, and has always found it difficult to maintain the Institute. Student enrollment has never been adequate for either an effective high school or a junior college. During the last seven years, it has varied from nineteen to thirty. It has drawn the majority of students from the state of Indiana. The present teaching staff is fairly well prepared. The administrative staff is not adequate. The educational program is necessarily very narrow, and in every sense inferior to that of the public institutions with which it is in competition. Neither the high school nor the junior college is accredited. The salaries of president and instructors are below the minimum for any phase of educational service.

The Institute is in debt to the extent of $18,700. Its physical facilities do not compare favorably with the facilities of other public institutions for the education of students of similar ages. The unit, as indicated by student registration, is too small to survive or be conducted on a reasonable per capita cost. A student registration of 150 is considered the minimum. To meet the minimum needs of such an institute would require a minimum annual addi-

tion to the budget of $31,900, capital outlay of $440,000, and endowment of $428,000.

Recommendations

The Indiana Synod, recognizing the urgency of the situation, requested (unofficially through the Secretary for Colleges of the Board of Education of the United Lutheran Church) in November, 1926, that the study of the Institute be made as soon as possible. The Survey Staff responded to this request and gathered data concerning the Institute during that month. In the spring of 1927 the president of the Indiana Synod notified the Survey Staff that a special meeting of the Synod was to be held on June 14 to consider, among other items of business, the future of Weidner Institute; and that the Synod earnestly desired a preliminary report of the findings. The Survey Commission formally authorized such a preliminary report to be given. Accordingly, Director Leonard met the Synod in the First Church, Indianapolis, on the afternoon of June 14, and presented all the essential facts reported in this section. The Synod voted to discontinue the Institute, charging the executive committee with the responsibility of liquidation and making suitable provisions for the president during the next year, in recognition of his devoted service to the Institute.

While no formal recommendation for discontinuance was made to the Indiana Synod, had not the action here reported been taken, the Survey Staff would have recommended to the Survey Commission, and seriously urged, the closing of the Institute. The Survey Staff received every possible assistance from the president and members of the Institute in gathering and interpreting data, and here record grateful appreciation. The Church owes the president and faculty, and their predecessors a debt of gratitude for faithful and devoted service throughout the years.

CHAPTER IV

MARION JUNIOR COLLEGE

History and Control.—Marion Junior College was chartered in 1874 by the state of Virginia as a liberal arts college for women, under the name of Marion Female College. In 1912 the board of trustees fixed its standard as that of a junior college and in 1922 changed the name to Marion Junior College.

This college was founded by the Synod of Southwestern Virginia and is now owned and controlled by the Lutheran Synod of Virginia through a board of trustees of twenty-five members. The charter provides that three-fourths of the trustees shall be members of the Lutheran Church. The remainder are usually interested, influential men in the district served by Marion Junior College. In a sense, the board of trustees is self-perpetuating since it nominates ten men and submits their names to the Lutheran Synod of Virginia and the synod each year elects five from the ten submitted. Inasmuch as there are no restrictions upon the number of five-year terms a trustee may serve, a number of men have served on the board over an extended period.

An examination of the minutes of the board of trustees shows that the typical procedure has been to have one annual meeting of the board on the morning of commencement day before the graduation exercises. The business of the year is transacted in time to adjourn and attend the commencement exercises. Meetings have been held more frequently than once a year since the beginning of the present campaign for endowment and building funds. Except for such unusual matters as the campaign, the proceedings of the board are very perfunctory and consist principally of approving the report of the president of the college.

Location.—Marion Junior College is located at Marion, Smyth County, Virginia, in the southwestern corner of the state. The following paragraph from the 1925–27 catalogue states the advantages claimed for the location and at the same time, as will be

shown later, refers to some of its disadvantages in the matter of competition for students.

> The site of the College is in the famous blue-grass section of Virginia in the midst of surpassingly beautiful mountain scenery and in a region so abounding in colleges that it is known as the educational center of the State. It is obvious that superior natural advantages have led to the location of more than a dozen colleges, nine of which are for women, in a section of the country extending not a hundred miles on either side of Marion.

The city of Marion had a population of 3,253 in the 1920 census. It is an attractive place with no large industries and with limited business facilities. Its train service is also limited for a college city but this is partially offset by the recent completion of a number of hard-surfaced highways which make the school more accessible to many of the students. The climate is healthful and invigorating and the surrounding country is very attractive, furnishing many beautiful views of the Allegheny Mountains of that section. The college itself is located on top of an elevation at one side of the city. It occupies a site of about seven acres and is housed in one large building valued at about $150,000.

Support.—As previously stated, Marion Junior College is owned and operated by the Lutheran Synod of Virginia. However, except for moral support and assistance in campaigns for funds, the Virginia Synod has not assumed any financial responsibility for the college. The Board of Education of the United Lutheran Church has contributed regularly to the support of Marion, but the college has been virtually self-supporting from the tuition of students, the room rents from the dormitory, and the profit from the dining room. From the standpoint of the territory served, Marion Junior College is primarily a local institution. Of the 66 college students who returned blanks in the study, 24, or 36 per cent, came from the county in which the school is located and 29, or 44 per cent, more came from Virginia, most of them from adjoining counties. Only 20 per cent of these students came from states other than Virginia and most of these were from North Carolina and Pennsylvania.

The enrollment figures are not available except from the published lists of students registered which are obtained from the catalogue.

It is evident from the figures in Table 273 that the high school students and the special students in music and commercial sub-

jects (not listed because of special fees and overlapping of lists) are necessary to the present existence of Marion Junior College. The dormitory and dining room will care for 125 girls. The present junior college enrollment uses only one-half of the available provisions. Without the other students the college would probably be unable to operate the plant and would certainly have a greatly restricted faculty, since most of the present staff divide

TABLE 273

STUDENT ENROLLMENT AT MARION JUNIOR COLLEGE

YEAR	NUMBER OF COLLEGE SENIORS	NUMBER OF COLLEGE JUNIORS	TOTAL COLLEGE	NUMBER OF HIGH SCHOOL STUDENTS
1926–27	29	39	68	49
1925–26	21	42	63	60

their time between the high school and the college classes. The decreasing number of high school students who reside in the dormitory represents an increasing loss in income, since the tuition for day students is much lower than the actual cost of instruction.

Records.—Marion Junior College has very meager records from which to make detailed studies of its problems. Its best records are the financial ones kept by the president with the assistance of a paid accountant who gives two or three days a month to the books of the college. With the exception of a simple card system which gives for each student entrance credits, courses taken, and grades received, there are none of the usual personnel records kept by most colleges. The principal reason for this is that financial limitations have prevented the employment of special assistants and have so overburdened those who do have any administrative responsibility that the keeping of adequate records would have been a serious additional load. Another reason for the absence of such records is that the present dean of the college has been so intimately connected with the life of the school over practically its entire history that she has been able, without records, to supply information about students when such information has been needed.

The Teaching Staff.—The teaching staff of Marion Junior Col-

lege is a well-trained one. According to the catalogue for 1925–27 five of the teachers have Master's degrees. This is a large percentage of the faculty, since the other teachers, with one exception, are teachers of special subjects, principally music. It is only when the faculty lists from two consecutive catalogues are compared that the real situation is revealed. The faculty turnover at Marion Junior College is exceedingly high, often amounting to more than 50 per cent in a given year.

The salary schedule is so low that the school must be staffed largely by young and inexperienced college graduates who must secure their first teaching experience somewhere and are compelled to accept low salaries in small schools for a year or two in order to secure more desirable positions in larger institutions. Unfortunately for them, and equally unfortunate for the college where they gain this first experience, they are usually compelled to carry very heavy teaching loads without any supervision from experienced teachers in their special fields. This is exactly what is happening at Marion Junior College. The college is meeting certain standards as to the amount of preparation of its faculty, and it is losing much in the quality of the teaching done. A further loss occurs when a teacher, after a year or two years of work at Marion, becomes better able to handle her teaching problems and then takes this increased ability to another college which is able to pay more adequate salaries. The salaries at Marion Junior College for 1926–27, as reported by the teachers, ranged from $700 to $1,500 with room and board which could be considered as equivalent to about $400 more per year. When it is considered that the teachers are paid such small salaries and that they teach a median load of 21 hours a week, it is easier to understand how the school has been able to run on its limited budget and yet it is also easy to understand why much of the teaching is from textbooks and is unimpressive in quality. Some very good teaching was observed. In several classes hastily prepared examinations were given while in others some very poor standards were set for the students. There was considerable use of textbooks and notes, and teachers prompted students in a deliberate and harmful manner. Not only were poor standards set for the work of students but poor methods of study were encouraged. Along with these illustrations was the example of a teacher with 22 hours of teaching voluntarily assuming an additional 3 hours of teaching because

five of the students wanted a course in her field which was not scheduled to be offered that term.

Seven of the ten teachers returning questionnaires do not belong to any national professional organizations and only one has published even a magazine article. Five of the ten have conducted one or more pieces of research in connection with their college or graduate work. Five of the ten are members of the Lutheran Church.

The principal criticism of the staff of Marion Junior College is lack of experience. This makes supervision highly desirable or necessitates a scale of salaries which will attract and hold the more experienced and better qualified teachers.

The Administrative Staff.—The administrative staff of Marion Junior College is extremely meager. It virtually consists of the president and the dean of the college. There was, when the college was visited, one full-time stenographer, one part-time stenographer, and one janitor. The library was in charge of two students carrying regular student programs. A young woman physician of Marion serves as college physician when called for any particular individual, in which case the visit is charged to the student. Under the plan now in operation the president is carrying a very heavy load of administrative detail which prevents his spending the desirable amount of time on the general development of the college or providing for a constructive program of supervision and growth in service for the faculty. The president is responsible for all the duties which are usually associated with the office of the president of a college. In addition to these, he serves as business manager, bursar, purchasing agent, bookkeeper, student counselor and superintendent of buildings and grounds. He makes every purchase "even to a box of matches," signs all checks, and enters most of the items in the set of books kept for the college. The financial records are quite adequate and well kept for a school the size of Marion Junior College. An accountant from Bristol, Virginia, spends two or three days each month on the financial records and the entire set of records is audited each year by professional auditors. The president must exercise general oversight of the physical plant and even assume personal responsibilities for the heating plant at the times when it is needed beyond the working hours of the janitor-engineer. The duties are so numerous, so time-consuming, that there is very little time to

assume the position of leadership in the college, in the community, and in the Lutheran Church which the position of president demands.

The dean of the college has almost as heavy and as varied a load as the president has. Besides serving as dean of the college, she acts as administrative officer in the absence of the president, dean of women, registrar, teacher of Bible, director of religious activities, matron of the dormitory and student counselor. She has no regular clerical assistance and as registrar makes all the record entries herself, answers correspondence, and makes transcripts of student records for other colleges.

The office of the dean is a small, high-ceilinged room at one side of the main entrance and opposite the social rooms. It is poorly equipped and unattractive. It is centrally located and from her desk the dean can observe those coming and going by the front door; she can welcome visitors, receive messages, and, to some extent, supervise the entrance hall and social rooms.

The dean has complete supervision of the dormitory life of the girls, with the exception of that part which has to do with the cooking and serving of food and the general cleaning of the building. She is in the building and on duty practically all the time, except for short visits made to her home next door, and occasional exercise. She sends for the doctor and corresponds with parents in case of illness, and she visits a sick girl several times a day.

Supervision of all the social activities connected with the school is another one of the dean's important duties. She reports that she delegates the organization and carrying out of certain social events to those members of the faculty who are qualified to undertake that responsibility.

The dean acts as the religious leader for the students, working with them in the Young Women's Christian Association and as an individual counselor when they come to her about religious questions which trouble them.

It is another responsibility of the dean to assist in the program of vocational guidance and placement which the school is now undertaking, largely under the direction of the teacher of education and psychology. The problem of employment also exists in the school.

A number of the girls who must lessen their college and school expenses are employed about the building. The dean has general

charge of this, although the president is consulted and sometimes suggests students for positions. At present five girls serve as waitresses in the dining room, five as messengers in the hall (to take telephone messages to any part of the building), and three or four as helpers in the library. When the girls are once chosen, the housekeeper has direct supervision of the waitresses, and the dean of the others. The work which these girls do makes it possible to give them some reduction in their living expenses. In addition to this, a few students may earn money by helping with stenographic or clerical work in the offices, or, if they are seniors, by coaching some of the younger girls. For these jobs, girls receive from 35 to 50 cents an hour. The dean has nearly always been consulted and has approved the choice of girls for office work or tutoring.

The present dean is well acquainted with the college and has also so many time-consuming duties that it is easy to understand why none of the records usually kept by deans of women are at present available, with no thought of the time when someone else will need that information and be seriously handicapped by the lack of it.

The College Physician.—Very inadequate provisions are made at Marion Junior College for a constructive health program for the students. The college physician is a young woman living in Marion—a graduate herself of Marion Junior College, who has had a medical course at the Women's Medical College of Pennsylvania. She is now practicing medicine in the town, along with three other women physicians and several men physicians. This means that she visits the dormitory when she is called for a case of illness and that she gives a physical examination to any student who is willing to pay five dollars for it. A physical examination is suggested or sometimes recommended by the dean or a teacher in the school if a student shows any indication of physical disability or is going out for basketball, but it is never insisted upon, for financial reasons. The doctor is paid nothing by the college but is paid by individual students who have availed themselves of her services. Girls sometimes go to her office for consultation. She keeps records there of those girls whom she has examined or treated. The doctor gives no health talks to the girls as a group. Once a year a representative of the State Hygiene Association talks on social hygiene to the student body.

No plan for a constructive program for health improvement at the college has been proposed and under the present financial conditions one could not be financed.

The Curriculum.—Marion Junior College is maintaining a four-year high school course and is offering a two-year junior college course with numerous special offerings and combinations. The catalogue for 1925–27 listed four suggested high school courses; viz., the B.A. course, the B.S. course, the history course, and the household economics course. These courses vary but slightly in their content and cannot, because of the size of the school, make any differentiation of treatment in the subjects for the different courses.

The scope of the junior college offerings is also shown by the special courses offered which include: a standard junior college course, a junior college course in education, a one-year course in education, a special or irregular course, a music course (including piano, pipe organ, violin, and voice), a secretarial course, a course

TABLE 274

PREPARATORY COURSE OFFERINGS AT MARION JUNIOR COLLEGE, 1926–27

DEPARTMENT	UNITS ANNOUNCED	UNITS GIVEN	UNITS REQUIRED
HIGH SCHOOL *			
English	4	4	4
Latin	4	2	Foreign language 2
French	2	2	
Mathematics	3	3	Algebra 1½ Plane geometry 1
History	4	3	History and civics 2
Bible	1	1	(Take it each year)
Science	4	1	none
High school diploma in home economics (semester hours)	12	12	12
Total High School units	22	16	

* High school courses listed in terms of regular high school units.

in household economics and a course in expression. It is quite obviously impossible to offer special courses in so many fields with a student body as small as that at Marion and with the limited number of instructors, without having a very large percentage of the required subjects uniform for all courses. Over 90

TABLE 275

JUNIOR COLLEGE COURSE OFFERINGS AT MARION JUNIOR COLLEGE, 1926–27

DEPARTMENT	SEMESTER HOURS ANNOUNCED	SEMESTER HOURS GIVEN	SEMESTER HOURS REQUIRED
JUNIOR COLLEGE *			
Education	12	12	6
English	12	12	12
Latin	6	6	none
French	12	12	6
Mathematics	12	6	6
History	12	6	6
Bible	8	8	8
Science	16	8	8
SPECIAL DEPARTMENTS			
Music	--	--	1 for diploma in education
Home economics	26	14	26 for diploma in home economics
Expression and dramatic art	4	--	--
Physical education	2	2	2
Secretarial course (all work required)	10	10	10
Junior College semester hours	132	96	

* Junior college courses listed in terms of "semester hours" representing one hour a week for one semester of eighteen weeks.

per cent of the two-year course for a standard junior college diploma are required subjects. This leaves little time for electives. The college has a rule that "no elective course will be given unless at least three students are candidates for the course." This rule tells very pointedly the effect of such a diversity of offerings under the conditions existing at Marion. Tables 274 and 275 also give interesting data on the total situation with respect to curricula at Marion Junior College.

In Table 274, under units announced, are included all courses listed in the catalogue regardless of whether or not they were offered in 1926–27. In Table 275, under units given, only those courses are included which are actually given in 1926–27.

Under units required for graduation, only those credits are listed which are actually required for graduation in the various

courses. These units were made up from the Marion Junior catalogue and were carefully checked with the dean and the registrar, and with each head of a department as interviewed.

A further study of the catalogue announcements of courses shows that the material presented is limited in scope, and formal in nature. In the description of each course a textbook for that course is announced. Observation of the work in the classrooms shows that the textbooks play very important parts in the college instruction. There is very little difference, in the methods employed by the teachers, between the high school and the college groups. If there were any doubt concerning the textbook nature of the college instruction, it would be dispelled upon a visit to the very inadequate library.

Since many more of the graduates of Marion Junior College enter teaching than any other field, the curriculum should be analyzed with that fact in mind. Three hours of education is required of those receiving the standard junior college diploma. In this three-hour course an attempt is made to cover a wide range of material in education. The following description from the catalogue will indicate that this course is intended to give the students their information concerning the history of education, the introduction to education, and elementary psychology.

Education I.

(*a*) History of Education.
A study of the History of Education beginning with Greek Education and bringing the student up to modern educational practices. The purpose is to give the student a developmental attitude toward the History of Education and present educational practices.
Text: History of Education, Cubberley.
Two hours a week for first and second terms.

(*b*) Introduction to Study of Education.
A survey course in Education, giving the organization of public education, in relation to our national life and present needs and problems of Education.
Text: History of Education, Cubberley.
Two hours a week for third term.

(*c*) Educational Psychology.
The Application of psychological principles to the problems of teaching.
Text: Everyday Psychology for Teachers, Bolton.
Psychology for Students of Education, Gates.
One hour a week for first, second and third terms. Three hours credit for entire course.

Graduates of the college who take the special course in education which entitles them to the State Board of Education six-year teachers' certificate are expected to take Education II, a catalogue description of which follows:

Education II.

(*a*) Rural School Methods.
Methods of teaching are discussed by the subjects required in elementary schools. Special emphasis is placed on the adaptation of methods to the State Course of Study. Social problems of the school and school laws are given consideration.
Text: Rural School Methods, Ritter and Wilmarth.
Three hours a week, first and second terms.

(*b*) Classroom Management.
A discussion of educational practice and the problems of elementary and secondary teaching.
Text: Classroom Management, Bagley.
Three hours a week third term. Three hours credit for entire course.

The opportunities for observation and practice are extremely limited.

This teacher-training course is a very good illustration of a liberal arts college course with three or six hours of education added to the other college subjects as a method of preparing teachers.

The course as presented does not represent a desirable amount of work for training high school teachers; the generally accepted standard in this respect is at least four years of college work. It is obviously not so well adapted for training elementary teachers as a two-year course in a state normal school or a teachers college which places emphasis on the preparation of teachers in all of its courses and with much more adequate provisions for observation and supervised practice.

The same general restrictions hold for the special courses at Marion.

The offerings in music are more extensive than those in the other departments. This department is perhaps less handicapped in its work by the small numbers in the classes than are the other groups inasmuch as so much of the instruction in piano, violin and voice must be done on an individual basis. The offerings in household economics provide for three courses in cooking, and three in sewing. There is apparently little, if any, distinction in these courses between the work done with high school students and

that with college students. The laboratory equipment in this field is also distinctly limited. The special courses in expression and in secretarial work are subject to the same limitations of time and small classes.

The general impression is gained from the study of the situation at Marion and a visit to the classes that a college of this size with the limited resources at its disposal would do very much better work if its entire energies could be concentrated upon a much narrower range of offerings.

Library.—The library and library facilities are among the most important provisions of any college. In this respect, Marion Junior College is particularly deficient. The library is housed in two small rooms with a librarian's desk situated in the hall between the two. The books are arranged on shelves around the rooms and there are reading facilities for ten or twelve students. The librarian in charge at the time of the visit to Marion was a student carrying 18 hours of college work. The library is not catalogued according to any recognized system of library classification. It has relatively few of the more recent books in the several fields of work offered in the college. There are almost no reference facilities. At the time of the visit the Webster's Dictionary, 1913 edition, was being used and was in a condition of dilapidation. Many of the books are in need of repair, some thirty or more of them being without backs. A large number of the books are old, having been donated to the library from time to time, and are of practically no value in connection with the work of the college. A few current magazines are purchased and are on display at the two tables in the hall. Several times as much money should be expended each year for new books and periodicals if the inadequacy of the library is not to remain a serious handicap to the work of this institution.

Student Activities.—Student activities at Marion are limited by the size of the student body and by the presence of the younger group of students in the lower years of the high school. Most of the activities in a rather limited program of student activities include the entire student body. There are no social clubs of any kind since the present administration is opposed to such organizations and also because the size of the institution does not encourage their formation. There are no honor societies of any kind. There are no literary societies, no departmental clubs, and no student

publications. Even the music department, which is the largest group in point of both students and faculty, does not have any musical organization among the students. Music is furnished by them for a number of the college functions but it grows out of class work. No handbook has been published for the students since 1923 and the college annual which has previously been issued has been abandoned because it always represented a financial burden upon students and faculty.

The only religious organization on the campus is the Y. W. C. A. The meetings of this organization are held weekly and the regular devotional program is given as a rule although there are times when the meeting takes more the form of a literary program. As membership is voluntary, less than one-half of the girls are members. Dues for the year are one dollar. Very little is done by the organization in a constructive or helpful way for the girls.

All students are required to attend Sunday school and church unless excused by the president or the dean of women. Frequently they go in the evening also. They are required to attend in the morning service the church of their own denomination. Some of the girls resent this and feel that they should be allowed to go to church where they please. All students may belong to the Luther League at the church. Frequently they help with the program in the League and some teach in the Sunday school.

The only other organization of any kind listed at Marion is the Women's Athletic Association organized by the college girls who are interested in athletics. It is poorly organized with almost no program of activities, yet it serves to bring the girls together where they can talk of sports and physical activities and plan trips and games. In general, it can be said that the student activities at Marion Junior College are extremely limited. A number of the college girls who were interviewed concerning these matters felt that they were being denied the opportunities open to college students in other colleges. This feeling is also occasioned by the system of student government and the very detailed set of rules and regulations under which the college operates.

Student Government and Discipline.—The catalogue carries the statement "The discipline of the College, therefore, carefully guards the association of the students without hampering them by arbitrary and unnecessary regulations." Of course, the standard of what would constitute "arbitrary and unnecessary regula-

tions" would be subject to a variety of interpretations. It is obvious, however, from reading the six pages of catalogue material dealing with student government, home and social life, dress, and general regulations that Marion Junior College is operating under a more elaborate and detailed set of rules and regulations than was found in any other institution in this group.

The government of the students at Marion Junior College is supposedly under the control of the student body, but the girls reported that they did not have much participation in the government except in name. The student body is, however, organized into a student government association. Its purpose as given on page 3 of the handbook, which was published in 1923–24, is (1) to preserve the student honor, (2) to maintain high college standards, (3) to uphold the honor of the college, (4) to encourage responsibility and loyalty in the student body, and (5) to enforce the regulations adopted by the association. Excellent as all these may sound, not one of them is adhered to strictly. What little power and authority the Student Association has is largely in a disciplinary way; and even in this the dean and the president are the final authorities.

Each girl upon completion of registration becomes a member of the association. No extra fee is charged, and any expense of the organization is met by an assessment of the students. As a rule there is no money to be handled, except the small amount collected to buy flowers for the sick, or, in a few cases, to send students as delegates to conferences. Since the Association plans no program for the year, has no social events, and contributes nothing to the college there is little reason why there should be fees.

The student government association has an executive, legislative, and judicial department. The executive power of the body is vested in a student association council, which consists of the officers of the association; president from the sophomore class, vice-president from the same class, and a treasurer from the freshmen of the Young Women's Christian Association. The president and vice-president are elected in the spring for the coming year.

Marion Junior College has a somewhat petty scheme for government. It uses what it styles "call downs," which may be given by any officer or proctor, or by any teacher who reports an offense. Members of the council have found it impossible to live normal

lives without infringing on some of the rules. For instance, a girl must go to the dining room every meal regardless of whether or not she is hungry. If she does not, she is given from one to five "call downs" depending on the severity of the case. "Call downs" may be given for twenty or more equally trivial offenses. Five "call downs" mean restrictions, ten mean than the girl must be "campused" for a period extending from a week to a term, or even longer. As one would naturally expect there are many cases to be tried.

The results of the trials and the penalties imposed are read in chapel in order that the "publicity may have a wholesome effect." Some of the penalties seem out of proportion to the offense. For example, one girl was "restricted" for three and one-half months for waving and calling to a boy from a window on the second floor of the building. Many of the punishments have to do with the restrictions placed about any association of the college students with young men. These restrictions are so numerous and the students are so carefully watched that the whole situation is given an undue emphasis and becomes something of a constant challenge to the students to see what they can "get away with." Student government at Marion is largely a matter of student-policing.

The question of honor at Marion College is supposed to be an individual matter. Each student in the past has pledged herself to uphold the honor of the school in the classroom and elsewhere by signing a pledge the first week that she arrives. The girls objected to this so strenuously that the scheme was discontinued in 1926–27. Some students said that the faculty tried to get the girls to sign this pledge before they knew what it meant. Now that the student does not feel it to be an individual matter, some regard it as a matter of being able to cheat and get by. The students feel that there is considerable cheating and dishonest work in the classes, although there have been no flagrant cases of cheating reported this year. The teacher, if she cares to, may stay in the room while an examination is being given. Most of them do. Each room has a proctor who is supposed to look for any violation, but she is so concerned with her own work that she does not look about the room to spy on others.

Academic Status.—Marion Junior College is accredited as a junior college by the Virginia State Department of Education, but not by any of the regular accrediting agencies.

Finance.—The general financial situation of Marion Junior College is extremely unfavorable, as has been indicated previously in the report. The assets of the college consist of the building, variously estimated from $125,000 to $150,000; the six acres on which the building now stands, estimated at $30,000, and other improvements and equipment including furniture and books, estimated at approximately $20,000. The college had no endowment at the time visits were made, but instead of this had an outstanding indebtedness of over $35,000 in mortgages held against the college property. There is at present a very definite obligation on the college to return out of future gifts to the college or out of college earnings a fund of approximately $5,000 which was given by the Alumnae Association to be used as a scholarship fund and which has been spent for other purposes. This sum is now carried on the books as subject to an interest charge. The Lutheran Synod of Virginia assumes no financial responsibility for the maintenance of the college, and therefore, with the exception of the $2,500 which has been given each year by the Board of Education of the United Lutheran Church, this college has been entirely dependent for its operation and maintenance costs as well as its interest charges upon the income from tuition, room and board, and other incidental fees. In other words, approximately the entire burden of supporting the college as well as paying interest on its building indebtedness is being borne by the students.

Reference to the list of expenses and financial regulations given in the catalogue shows that even under these conditions the expenses at Marion are extremely low. The base price for all boarding students, including literary tuition, board, room, light, heat, etc., for the school year except the Christmas holidays, is listed at only $340. The president stated that the rates for board, room, and tuition have varied only once in the last eleven years and that this occurred before the World War. The prices for literary tuition for day students in the college and in the high school ($50 and $45, respectively) are fixed by the rates charged in the local high school for the tuition of students living outside the high school district. This places Marion Junior College definitely as a competitor with the local high school for high school students. When it is realized that these charges are so low and yet are made to carry the entire current expenses of the school, it is obvious under what financial restrictions the school is forced to operate.

It is impossible to tell a year in advance what courses will be offered, how heavy the programs for the teachers will have to be, or the other items which determine the budget. This explains why systematic budgets have not been prepared at Marion. An endowment campaign was authorized by the board of trustees in 1926 and was organized and launched in 1927. The results of this campaign have not yet been received. It was planned to raise $100,000 from the Virginia Synod district and $150,000 from outside territory. This campaign was for the purpose of retiring the present indebtedness, making necessary additions to the physical equipment of the college, and starting a permanent endowment. The financial statement for the fiscal year ending in 1927 gives no direct report on the success of this campaign. The college income for that year was $24,799.59, whereas the disbursements for the same fiscal year were $44,726.43 or virtually $20,000 in excess of the regular income of the college. It is possible that this amount represents the expense of organizing and conducting the endowment campaign and that it is paid for by the donations which have been received. In all such campaigns it is better to provide for the entire financing of the campaign as a separate item and before the campaign is started. In this way those who give to the campaign can be assured that their gifts will go for the purposes specified by the college.

If the college is to be continued at Marion and the work improved to a desirable standard, it will be necessary to have a much larger endowment than the one planned or the carrying charge on the students must be made very much heavier. The general financial management of the college is, as has previously been said, entirely in the hands of the president, who has the assistance of an accountant for two or three days each month. He is given full responsibility by the board of trustees in handling the college financial affairs. The board gives practically no attention to these matters except to approve the president's report and the audited financial accounts at the annual meetings. It is, therefore, almost an individually conducted business venture in which the president is annually challenged to get more than market value for the money at his disposal and make the college live within its limited income.

Physical Plant.—The physical plant at Marion has been discussed in the main chapter on this topic and special recommenda-

tions have been made with respect to this phase of the college's problem. The present plant can be thought of, as described in the catalogue, as four large buildings arranged under one roof or as one large building, sections of which have been built at four different times. At any rate, it is one large building all of which would probably be destroyed if fire were to start in any part of it. It has the advantage of enabling the girls to go from place to place in the building without going out of doors, but it has the serious disadvantages of having classrooms, gymnasiums, music practice rooms, kitchen, dining room, and dormitory all so closely associated that these activities often seriously interfere with each other. It also offers a very great obstacle to further extension should the institution be continued and grow to a size at which the college could be efficient.

The more obvious needs of the college, which involve increased outlay over and above the regular maintenance, are more land, the removal of the heating plant from the basement of the present building, the erection of two fireproof stairwells for the dormitory, a new classroom building to provide for the library as well as the classrooms and laboratories, an auditorium which could be combined with a music building, a swimming pool, the development of more outdoor play space, and the erection of a president's home and perhaps other faculty residences. The removal of the classrooms from the present building would make it possible to house a larger number of students in this building and would also provide more adequately for social recreation for the students and for other student activities.

The financial estimate of these needs and of the financial support which Marion should have in order to continue as a first-class junior college will show the degree to which the institution at present falls short of this desirable standard. (See Table 276.)

Of course, Marion Junior College can *operate* on less financial support than that proposed; but if it is to furnish the young Lutheran women with a college education at all comparable with what they can secure in the better colleges for women in this country or if it is to furnish education comparable with that offered in the state teachers colleges and the state colleges for women, it will need to plan for financial support approximately as outlined. The estimates on buildings are somewhat higher than the cost of the last units of the present building but building

TABLE 276

STATEMENT OF FINANCIAL NEEDS AT MARION FOR A JUNIOR COLLEGE OF AT LEAST 150 STUDENTS (NOT INCLUDING HIGH SCHOOL)

I. For current expenses (annual)	
1. Teaching staff	
12 to 15 full-time instructors (depending upon amount of special work, e.g. music) at an average of $2,000	$ 24,000
2. Administrative staff	
President, dean and registrar, bookkeeper, secretary, librarian, and stenographer	10,000
3. For retirement provisions	1,500
4. For sabbatical leaves of absence	2,000
5. For operation and maintenance of plant and insurance	10,000
Total annual current expenses	$ 47,500
II. Needed capital outlay (improvements, new buildings and equipment)	
1. More land (present 6 acres valued at $5,000 per acre)	50,000
2. Central heating plant and removal of present unit	25,000
3. New recitation building—classrooms, laboratories, and library	100,000
4. Auditorium and music building (new)	50,000
5. Fireproof stairwells either end of dormitory	10,000
6. Swimming pool and more playing fields	25,000
7. More books and other equipment	25,000
8. President's home	15,000
Total capital outlay	$300,000
III. Funds needed by the college other than for capital outlay	
1. To remove present indebtedness	40,000
2. For endowment	380,000
There should be endowment sufficient to provide for at least 40 per cent of the current expenses. This would make the tuition charge for students approximately $200—four times the present charge. (This item would need to increase with increased enrollment or if the tuition for the students was lowered.)	
3. Endowment for special scholarships	50,000
Total other funds needed	$470,000
Total for capital outlay	300,000
Total financial resources needed	$770,000

costs are higher and a better type of building should be erected. The present building is virtually a Type D building and will lose in rapid depreciation and in extra upkeep what was saved in its original costs.

Recommendations

The present city high school at Marion is in an old, badly crowded building. A new building is being considered and will undoubtedly be erected in the near future. When it is built it will have ample space to care for all the high school pupils of that vicinity and will be much better equipped to handle the work than Marion Junior College could possibly be. This situation makes it desirable and almost imperative to consider the future of Marion Junior College without high school classes.

The teachers colleges at East Radford, Virginia, and at Johnson City, Tennessee, are state-supported institutions enjoying a wholesome growth, and both are at the beginning of periods of expansion. These two schools are referred to on the campus at Marion as "their two strongest competitors for students in the Marion district." They are both within easy traveling distance, by railroad or automobile, from the homes of most of the Marion students. For this reason there is no justification for planning the future of Marion Junior College as a privately supported teacher training institution. The statistics on Lutheran constituents in this district show that there is little chance that Marion will materially increase its Lutheran enrollment.

The past history of its support gives little hope that the local district or the Lutheran Synod of Virginia will give it anything approaching the amount of financial assistance needed, as shown by the detailed statement on page 603.

It seems wise, therefore, to recommend that the work be discontinued at Marion and reëstablished by appropriate provisions on the part of the Virginia Synod at Roanoke College; that the plant at Marion be sold; that outstanding indebtedness be liquidated, and that any surplus be applied toward the erection of a women's dormitory at Roanoke College. It is further recommended that contributors in the recent campaign be asked to transfer their gifts to the college at Roanoke and that in case of unwillingness the pledge and any amount already paid be returned. If such consolidation of resources is not carried out it is recom-

mended that Marion be abandoned, that the property be sold in order to liquidate indebtedness, and that any surplus be devoted to the endowment of Roanoke College.

These recommendations are accompanied by a statement of recognition of the faithful service rendered by the principal and staff throughout the history of Marion Junior College.

CHAPTER V

SASKATOON COLLEGE AND SEMINARY

The facts regarding this institution have been obtained from published documents and specially prepared reports from the principal and others, supplemented by conversations with the individuals who have personally visited the institution. Because of the cost of a visit and the time which would have been involved, it was not feasible for members of the Survey Staff to visit the institution. The members of the Staff believe, however, that the statements with reference to the institution are correct.

History and Control.—The Lutheran College and Seminary, Saskatoon, was established as a Pro-Seminary in 1913 at Saskatoon in the Province of Saskatchewan, Canada. The academy was established in 1919 and the Seminary proper in 1920. The two divisions are virtually a single institution in so far as control, administration, and teaching are concerned. The board of trustees, originally holding the property in trust for the Synod, became a corporate body in 1924 with autonomous powers by act of the Provincial Legislature. The board consists of six members, three of whom are clergymen. All are members of the United Lutheran Church and are elected by the Evangelical Lutheran Synod of Manitoba and other provinces.

Location—Physical and Educational Characteristics.—Saskatoon is a community of about 28,000. The province of Saskatchewan is an area about the size of Texas, and in 1926 was reported as having a population of 823,000, multiplying approximately nine times since 1901. This is a greater growth than has occurred in any other Canadian province during the past twenty years. The estimated wealth of the province is approximately 13 per cent of the estimated wealth of the entire Dominion, being reported as $3,757 per capita, which is higher than in any other province except Yukon. Texas, a comparable geographical area, has a population of approximately 4,663,000, approximately one person

to every 3 square miles, whereas Saskatchewan has an average population of one person to each 19 square miles. The estimated per capita wealth of Texas is about $2,110. Settlers from England, Scotland, and Ireland predominate in Saskatchewan. Of non-English-speaking people the following have strong representation in the order given: Germans, Ukrainians, Poles, Norwegians.

The University of Saskatchewan, located at Saskatoon, opened in 1909. The present enrollment in regular courses is about 1,200. There are two other theological colleges: St. Andrew's (United Church of Canada), enrollment about 40; and Emmanuel (Church of England), enrollment about 30. A Provincial Normal School registers about 500.

Support.—The institution is supported from funds received from the Manitoba Synod, the United Lutheran Church, individual gifts, and student fees.

Student Enrollment.—Table 277 gives the total enrollment in the academy for an eight-year period.

TABLE 277

STUDENT ENROLLMENT AT SASKATOON COLLEGE

Year	1926–27		1925–26		1924–25		1923–24		1922–23		1921–22		1920–21		1919–20	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Freshman ...	6	4	5	3	6	4	8	3	8	3	4	2	5	3	10	0
Sophomore ..	6	4	6	3	9	0	6	4	9	3	8	2	8	2	12	2
Junior	7	6	8	2	7	4	10	2	6	5	9	2	10	2	10	2
Senior	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Total	19	14	19	8	22	8	24	9	23	11	21	6	23	7	32	4

M—men; W—women.

The distribution of the students in attendance in 1927 in terms of residence was: within the town, 2; outside the town but within the province, 26; other provinces, 5. Thirty-one of these students are members of the Lutheran Church and two are Mennonites. The number graduating between 1921 and 1926 was:

1921–22	12
1922–23	10
1923–24	9
1924–25	8
1925–26	10

Teaching Staff.—The teaching staff for the entire institution includes five individuals. Two of these give full-time instruction in the academy and three give part-time instruction, spending the remainder of their time in the seminary. The total salary roll for the academic year was $7,800, of which $3,600 was charged to the academy. The salaries are as follows: 1—$2,000; 1—$600, plus about $1,400 received for preaching; 1—$1,500; 1—$1,700, in addition to free dwelling.

Of the two academy instructors, one has the following degrees: A.B., A.M., and Ph.D.; the other holds a diploma. One instructor has had 11 years' experience and one has had 9.

Church Membership.—All the members of the instructional staff are Lutherans.

Administrative Staff.—The institution is administered by the principal. One of the women teachers serves as a supervisor for the girl students.

Curriculum.—Three years of academic work are offered. The curriculum and other academic requirements are as defined by the Provincial Department of Education. The subjects required for graduation include the following:

Subjects Required	Units Required
Geography	1 year
Hygiene	2 years
Grammar	2 years
Spelling	1 year
Literature	3 years
Composition	3 years
Arithmetic	2 years
Algebra	3 years
Geometry	3 years
History (British)	3 years
History (Canadian)	2 years
History (General)	1 year
Civics	2 years
Chemistry (or physics)	1 year
Elementary science	2 years
Agriculture	1 year
Or Latin	3 years
Household science	2 years
Or German	3 years
Religion, 2 units	3 years

Financial Situation.—The following tabulation gives the financial statement for the fiscal year closing in 1927:

Receipts:	
United Lutheran Church	$ 8,666.63
Synod at Manitoba	5,750.00
Miscellaneous gifts from individuals and organizations	1,670.43
From tuition, fees, etc.	1,355.25
Total	$17,442.31
Disbursements:	
Salaries of instructors	$ 8,400.00
Supplies	377.19
Traveling	335.00
Printing of public relations	381.15
Repairs	267.35
Overhead including expense of administrative offices, library, etc.	4,021.17
Insurance, taxes, upkeep of halls, etc.	284.82
Total	$14,066.68

Instructional tuition is $45 per school year for day and boarding students. There are additional fees for special services.

The value of the buildings is estimated as $53,600 and the campus site as $3,580.00. The inventory value of the equipment is as follows:

Books	$ 600
Furniture	4,650
Apparatus	450
Machinery	780
Tools	85
Total	$6,565

The indebtedness at the close of the 1927 fiscal year includes:

7 per cent mortgage payable 1931	$6,800
Notes totaling	1,450
Current bills for coal and repairs	1,040
Total	$9,290

Recommendations

The Lutheran College and Seminary at Saskatoon is a pioneer enterprise and should be generously supported by the synods of

the United Lutheran Church. There are great opportunities for service in the province of Saskatchewan. The field is not overcrowded, the province is growing rapidly, and the institution has a substantial contribution to make. The institution should, however, be moved to a site adjacent to the University of Saskatchewan.

CHAPTER VI

GENERAL RECOMMENDATIONS FOR EACH COLLEGE

Detailed recommendations have been made in each section of the survey concerning the future development of specific phases of the program for each college. Chapters I to V of Part VI have presented not only these specific matters, but also general recommendations which deal with the essential questions of abandonment, relocation, consolidation, and restriction or expansion of program for each of the *junior colleges.* The following general recommendations deal with these broader and more essential questions for each of the *four-year colleges* and are made with the understanding that the detailed recommendations previously given in the several sections are to be incorporated in the programs of future development of those colleges which are continued.

Carthage.—Carthage should be continued as a college. It should be moved to some location easily accessible to a large population and nearer a greater Lutheran constituency, since it is now poorly located. The low rating of the physical plant means a relatively small loss in its abandonment and sale.

Gettysburg.—Gettysburg should be continued as a college at the present location.

Lenoir Rhyne.—Lenoir Rhyne should be consolidated with Newberry (including the Summerland unit) as a college at some new location easily accessible to the entire constituency in both of the Carolinas, since it now ranks low on constituency, location, and physical plant. If consolidation of the resources of the Carolina colleges in one institution is not carried out, Lenoir Rhyne should become a junior college, concentrating on a restricted program.

Midland.—Midland should be continued as a college in its present location.

Newberry.—Newberry should be consolidated (including Summerland) with Lenoir Rhyne, thus concentrating the resources of

all Lutheran institutions in the Carolinas in a college to be located at a new site easily accessible to the constituency in the two states, since it now ranks very low on constituency, location, finance and physical plant. If such consolidation is not carried out, the Summerland section should be abandoned, and the resources and efforts concentrated on the restricted program of a junior college at Newberry.

Susquehanna.—Susquehanna should be continued at the present location. It should change its title from *University* to *College* and attempt no work of graduate rank.

Thiel.—Thiel should be continued as a college at the present location.

Wittenberg.—Wittenberg should be continued at its present location. It may very well expand and formally organize its program to include graduate work leading to a Master's degree, since its size, physical facilities, and resources are such as to warrant such expansion.

Muhlenberg.—Muhlenberg should be continued as a college at the present location.

Roanoke.—Roanoke should be continued as a college at the present location. Provision should be made by the Virginia Synod for the reëstablishment of the work of Marion Junior College at Roanoke College.

Wagner.—Wagner should be continued as a college at its present location. It should be consolidated with the college section of Hartwick in an effort to increase the financial resources and the potential student group available.

Waterloo.—Waterloo should be continued as a college at the present location. The college should be definitely separated from the college school and from the seminary in organization and operation.

Hartwick.—Hartwick should be consolidated with Wagner College on Staten Island, in an effort to increase the financial resources and the potential student group available.